



# **SGT UNIVERSITY**

**SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY**  
**(UGC Approved)** Gurugram, Delhi-NCR

Budhera, Gurugram-Badli Road, Gurugram (Haryana) – 122505 Ph. : 0124-2278183, 2278184, 2278185

**(Faculty of Education)**

**Two-Year Full-Time  
Education Program**

**(M.Ed.)**

**With effect from the  
Year 2023-24**

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Head of the Department

Dean

Dean – Academics

## **1. NATURE AND EXTENT OF THE PROGRAM**

Master of Education (M.Ed.) Course offered by SGT University, Gurugram is a regular program of 2 academic year duration, comprising of 4 Semester, 80 Credits, and Grand Total Marks = The course curriculum comprises of theory and practical components.

On completion of the course, the student-teacher trainee becomes an expert in their own subject areas with proficient pedagogical skills, the course inculcates the skill of teaching and widens the understanding of the teaching-learning process. In addition to these skills, the student-teacher trainee becomes competent to pass the teacher eligibility test.

## 2. PROGRAM EDUCATION OBJECTIVES (PEOs)

After completing (M.Ed.), students will be able to:

<b>PEO No.</b>	<b>Education Objective</b>
<b>PEO1</b>	Understand the nature of education and pedagogic processes through enriched experiences
<b>PEO2</b>	Contribute to filling up the gap between theory and practice by developing both appropriately.
<b>PEO3</b>	Interactive processes wherein group reflection, critical thinking, and collaborative thinking will be encouraged.
<b>PEO4</b>	Understand various educational issues in the context of diverse socio cultural & Multilingual Indian Society
<b>PEO5</b>	Enable them to face the challenges of social, political and economic issues.
<b>PEO6</b>	Understand the nature, purpose, influencing factors and problems of secondary education in contemporary period
<b>PEO6</b>	Describe teaching learning process in the classroom and various factors that influence it.
<b>PEO7</b>	Understands various learning level of the learners, their needs, and interest and peculiar problems and motivate them for learning.
<b>PEO8</b>	Plan and organize classroom through learners centered techniques of instruction for inclusive education & effective whole classroom instruction.
<b>PEO9</b>	Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
<b>PEO10</b>	Effective use of Information Communication Technology resources, on-line as well as off line for day-to-day classroom and develop and select tests, evaluate, and keep records of student's progress – cognitive as well as non-cognitive.
<b>PEO11</b>	To develop problem solving ability through action research.

### 3. GRADUATE ATTRIBUTES

<b>Sl. No</b>	<b>Attributes</b>	<b>Description</b>
1	Professional / Disciplinary Knowledge	Understand nature of education and pedagogic processes through enriched experiences.
2	Clinical / technical / Laboratory /practical skills	Contribute to fill up the gap between theory and practice by detailing both appropriately. Interactive processes wherein group reflection, critical thinking and collaborative thinking will be encouraged.
3	Communication Skill	Student teacher trainees learn the skills to communicate in both oral and written forms. The aim will be accomplished and the future plan of action along with necessary concept maps.
4	Cooperation/Team work	These are equipped through the successful completion of internship program.
5	Professional ethics	The objective of the program gives additional emphasis on hands on and proactive field-based experiences, reflective practices, skills and competencies. Specifically, the inculcation of professional ethics.
6	Research / Innovation-related Skills	Student teacher trainees get and enriched experience in the M.Ed. program through the action research and dissertation activities. These activities enrich the student with research-oriented skills like writing synopsis, review the research papers, present the papers etc.
7	Critical thinking and problemsolving	The program objective entails the student to think critically and solve the problems within the classroom through action research.

8	Reflective thinking	The micro-teaching practice, helps the student to learn about the self-teaching practice, from there on they learn to reflect on their own ideas and practices.
9	Information/digital literacy	The learning experience so designed during the post internship program, so the students need to browse digital content to review books, use information and communication technology to present their ideas to others.
10	Multi-cultural competence	The program through its curriculum makes the student competent to understand the educational diversity across the multicultural perspective.
11	Leadership readiness/qualities	Student teacher trainees on completion of the course curriculum become an efficient nurturing leader of the future.
12	Lifelong Learning	Teaching profession becomes enriched and up to date with lifelong learning experiences which is accomplished through participating continuously in various professional development programs. The students after the program, gets involved in the teaching profession and are in constant touch with the faculty of education for their own constant professional development.

#### **4. QUALIFICATION DESCRIPTOR:**

**1.** Candidates seeking admission to M.Ed. course must have passed:

·B. Ed degree of 1- or 2-years duration, or 4 year integrated Teacher Education Degree Programme (B.El.Ed/ BSc.Ed/ BA.Ed./B.Sc. B.Ed./ BA. B.Ed.), or D.El.Ed./D.Ed. with a Bachelor's degree (BA/B. Sc. /B.Com)

## 5. PROGRAM OUTCOME

PO No.	Attribute	Competency
		<b>Students will be able to</b>
PO1	Professional knowledge	Acquire knowledge of psychological and sociological perspective, to work as a teacher, curriculum planner, policyanalyst, and curriculum developer
PO2	Teaching/ Technical skills	Contribute to fill up the gap between theory and practice appropriately and use new technology to facilitate educational understanding, design the curriculum and develop research projects
PO3	Teamwork	Interactive processes wherein group reflection, critical thinking, and collaborative thinking will be encouraged
PO4	Ethical value & professionalism	Develop knowledge of ethics in curriculum construction and teaching practice
PO5	Communication	Understand various learning level of learners, their needs, and interest and peculiar problems and motivate them for learning and with it help in the development of communication skills and leadership
PO6	Evidence based practice/learning	Analyze the evidences related to research and pedagogy and, Understand the nature of teaching and pedagogic process through internship experience
PO7	Life-long learning	Develop problem solving ability and research aptitude to work as a social reformer and researcher and analyze the data, apply the knowledge of e-content in classroom
PO8	Entrepreneurship, leadership and mentorship	Apply the managerial and administrative skills in managing the institution

## 6. PROGRAM SPECIFIC OUTCOME

<b>PSO No.</b>	<b>Competency</b>
PSO1	Familiarize with the contribution of various Indian and Western Schools of Philosophy to the fields of Education. Understanding Educational Sociology, social organization, social change, and social interaction.
PSO2	Understand the Educational Psychology, growth & development, and individual differences, motivation and learning theories and its educational implications.
PSO3	Understand Educational Research, identifying the research problems, review of related literature, hypothesis, tools and techniques of collection of data and types of sampling, statistical measure and normal probability curve. Also develop understanding of research design, preparation of research synopsis and writing of research report.
PSO4	Understand Comparative Education, educational systems of various countries, important principles of curriculum construction and research in the area of curriculum. Analyze challenges facing our education system and its contemporary issues.
PSO5	Provide understanding of Educational Technology, skill of framing educational objectives, designing instructional system, programmed learning and use of Educational Technology for improving teacher's behavior. Also Provide understanding towards educational management, planning and organization.

## 7. COURSE STRUCTURE

### SEMESTER – I

Course Code	Course Title	Credit Distribution (Hours/Week)					Marks Distribution		
		L	T	P	CL	C	IAE	ESE	Total
10010101	Psychology of Learning & Development	4	0	0		4	40	60	100
10010104	Introduction to Research Methodology	4	0	0		4	40	60	100
10010107	Educational Technology	4	0	0		4	40	60	100
10010103	Educational Studies	4	0	0		4	40	60	100
10010105	Practicum: Self Development	0	0	4		2	30	20	50
10010106	Communication on Skills & Expository Writing	0	0	4		2	30	20	50
<b>Total</b>		<b>16</b>	<b>0</b>	<b>8</b>		<b>20</b>	<b>220</b>	<b>280</b>	<b>500</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week, C: Credits, IAE: Internal Assessment Examination, ESE: End Semester Examination

## SEMESTER – II

Course Code	Course Title	Credit Distribution (Hours/Week)					Marks Distribution		
		L	T	P	CL	C	IAE	ESE	Total
10010201	Philosophical & Sociological Foundations of Education	4	0	0		4	40	60	100
10010202	Advanced Educational Research	4	0	0		4	40	60	100
10010210	Measurement and Evaluation	4	0	0		4	40	60	100
10010208	*Teacher Education	4	0	0		4	40	60	100
10010209	*Historical Development of Education	4	0	0		4	40	60	100
10010207	Practical in Educational Psychology	0	2	4		2	30	20	50
10010211	Practicum: Development of e-content	0	2	4		2	30	20	50
<b>Total</b>		16	4	8		20	220	280	500

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week, C: Credits, IAE: Internal Assessment Examination, ESE: End Semester Examination

### SEMESTER – III

Course Code	Course Title	Credit Distribution (Weeks)				Marks Distribution		
					C	IAE	ESE	Total
10010307	Pre-Internship		4 weeks		4	60	40	100
10010308	Internship in School		8 weeks		8	120	80	200
10010305	Internship in Teacher Education Institution		8 weeks		8	120	80	200
<b>Total</b>			<b>20</b>		<b>20</b>	<b>300</b>	<b>200</b>	<b>500</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week, C: Credits, IAE: Internal Assessment Examination, ESE: End Semester Examination

## SEMESTER – IV

Course Code	Course Title	Credit Distribution (Hours/Week)					Marks Distribution		
		L	T	P	CL	C	IAE	ESE	Total
10010406	Curriculum Studies	4	0			4	40	60	100
10010407	Educational Management, Administration and Leadership	4	0			4	40	60	100
10010401	*Guidance and Counseling	4	0			4	40	60	100
10010408	*Inclusive Education	4	0			4	40	60	100
10010402	*Professional Development of Teachers	4	0			4	40	60	100
10010404	Dissertation	0	0	16		8	120	80	200
<b>Total</b>		<b>12</b>	<b>0</b>	<b>16</b>		<b>20</b>	<b>240</b>	<b>260</b>	<b>500</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week, C: Credits, IAE: Internal Assessment Examination, ESE: End Semester Examination.

\*Select any one from three

## Multidisciplinary Generic Electives (MGE)

Multidisciplinary Generic Electives is credited and choice-based. The students make a choice from pool of MGE offered by the Faculty under the University. (Reference: University Umbrella Multidisciplinary Generic Electives)

## Value Added Courses (VAC)

Value Added Courses is credited and choice-based. The students make a choice from pool of VAC offered by the Faculty under the University. (Reference: University Umbrella Value Added Courses)

## Ability Enhancement Compulsory Course (AEC)

Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University. (Reference: University Umbrella Ability Enhancement Compulsory Course)

## Skill Enhancement Courses (SEC)

Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University.

## OVERALL CREDIT DISTRIBUTION TABLE

SEMESTER	HOURS PER WEEK				Total Credit	Marks Distribution		
	L	T	P	CL		TC	IAC	ESE
SEMESTER – I	16	0	8		20	220	280	500
SEMESTER – II	16	4	8		20	220	280	500
SEMESTER – III	0	0	40		20	300	200	500
SEMESTER – IV	12	0	16		20	240	260	500
<b>Total</b>	44	4	72		80	980	1020	2000

Note – L: Total Lecture Hour, T: Total Tutorial Hour, P: Total Practical Hour, CL: Total Clinical Hour, TC: Total Credits, IAE: Internal Assessment Component, ESE: End Semester Examination.

## **SEMESTER- I**

<b>Course Code</b>	<b>Course Title</b>
<b>10010101</b>	<b>Psychology of Learning &amp; Development</b>
<b>10010104</b>	<b>Introduction to Research Methodology</b>
<b>10010107</b>	<b>Educational Technology</b>
<b>10010103</b>	<b>Educational Studies</b>
<b>10010105</b>	<b>Practicum: Self Development</b>
<b>10010106</b>	<b>Communication Skills &amp; Expository Writing</b>

**(Faculty of Education)**

<b>Name of the Department</b>	Education											
<b>Name of the Program</b>	M.Ed.											
<b>Course Code</b>	10010101											
<b>Course Title</b>	<b>Psychology of Learning &amp; Development</b>											
<b>Academic Year</b>	I											
<b>Semester</b>	I											
<b>Number of Credits</b>	4											
<b>Course Prerequisite</b>	Basic knowledge of learning and development											
<b>Course Synopsis</b>	This paper will deal with the relationship of education and psychological variables in learning domain like growth and development, determinantsof individual differences and theories and methods of assessment.											
<b>Course Outcomes:</b> At the end of the course students will be able to:												
<b>CO1</b>	Recall the relationship of Education & Psychology and the meaning, concept and scope of Educational Psychology.											
<b>CO2</b>	Explain the concept and various components of Growth & Development											
<b>CO3</b>	Write the meaning, areas & determinants of Individual Differences											
<b>CO4</b>	State the implications of Individual Differences for organizing educational programs											
<b>CO5</b>	Define Personality and explain its determinants, theories, and methods of assessment.											
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PS O1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O4</b>
<b>CO1</b>	3	2	1	2	2	2	2	1	1	3	2	1
<b>CO2</b>	3	2	1	2	2	2	2	1	1	3	2	1
<b>CO3</b>	3	2	1	2	2	2	2	1	1	3	2	1
<b>CO4</b>	2	2	2	2	2	-	1	2	-	2	1	-
<b>CO5</b>	2	2	2	2	2	-	1	2	-	2	1	-
<b>Average</b>	2.6	2.0	1.4	2.0	2.0	2.0	1.6	1.4	1.0	2.6	1.6	1.0

<b>Course Content:</b>				
<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>CL(Hours/Week)</b>	<b>Total Hour/Week</b>
<b>Unit</b>	<b>Content &amp; Competencies</b>			
<b>1</b>	<p><b>Concept of Education and Psychology</b></p> <ul style="list-style-type: none"> <li>● Relate the intricacies between Education &amp; Psychology (C 2)</li> <li>● Explain the Concept of Educational Psychology (C 2)</li> <li>● Outline the Scope of Educational Psychology (C2)</li> </ul> <p>● <b>Concept of Growth and Development</b></p> <ul style="list-style-type: none"> <li>● Explain the general Principles of Growth and Development (C 2)</li> <li>● Identify and explain the Physical Development in Adolescence (C3)</li> <li>● Identify and Explain the Social Development in Adolescence (C3)</li> <li>● Identify and Explain the Emotional Development in Adolescence (C3)</li> <li>● Identify and Explain the Intellectual Development in Adolescence (C3)</li> </ul>			
<b>2</b>	<p><b>Individual Differences</b></p> <ul style="list-style-type: none"> <li>● To illustrate with examples the meaning and areas of individual differences (C 2)</li> <li>● Analyze the various factors affecting the individual Differences : Explain the Role of Heredity and Environment resulting in Individual Differences (C4)</li> <li>● Discuss the influential factors of Individual Differences in Educational Programs (C4)</li> </ul> <p><b>Personality</b></p> <ul style="list-style-type: none"> <li>● Explain the Meaning and Determinants of personality (C 2)</li> <li>● Analyze the different Types and Trait Theories (C4)</li> <li>● Evaluate the importance of Assessment of Personality by Subjective and Projective Methods (C5)</li> </ul>			

3	<p><b>Intelligence</b></p> <ul style="list-style-type: none"> <li>● Discuss the meaning of Intelligence (C6)</li> <li>● Compare the theories of intelligence: Two Factors theory (Spearman); Multi Factor Theory, Guilford Model of Intellect (C5)</li> <li>● Analyze the measures of Intelligence (two verbal and two non-verbal tests) (C6)</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>● Explain the Concept of Motivation (C2)</li> <li>● Discuss the Factors affecting Motivation (C6)</li> <li>● Appraise and relate the theories of Motivation- (C5 &amp;2)             <ol style="list-style-type: none"> <li>1. Physiological Theory</li> <li>2. Murray's Need Theory</li> <li>3. Maslow's Theory of Hierarchy of Needs</li> </ol> </li> </ul>
4	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>● Explain the Meaning of Learning and discuss the Factors Influencing Learning (C2)</li> <li>● Analyze the theories of Learning in educational context (C4)             <ol style="list-style-type: none"> <li>1. Pavlov's Classical Conditioning</li> <li>2. Skinner's Operant Conditioning</li> </ol> </li> </ul> <p><b>Some More Theories of Learning</b></p> <p>Hull's Reinforcement Theory  Learning by insight  Gagne's Hierarchy of Learning Types</p>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

## Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>60</b>

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
	Practical Examination & Viva-voce
	Objective Structured Practical Examination (OSPE)

## Mapping of Assessment with Cos

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination	√	√	√	√	√	
<b>Feedback Process</b>	1. Student's Feedback					

<b>References:</b>	<p>Abramson, P. R. (1980). <i>Personality</i>. New York: Holt Rinehart and Winston.</p> <p>Allport, G. W. (1954). <i>Personality</i>. New York: Holt.</p> <p>Allport G. W. (1961). <i>Pattern and Growth in Personality</i>. New York: Rinehart and Winston.</p> <p>Andrews, T. W. (1961). <i>Methods in Psychology</i> (Ed.). New York: John Wiley and Sons, Inc.</p> <p>Baller, W. R. &amp; Charles, D. C. (1962). <i>The Psychology of Human Growth and Development</i>. New York: Holt, Rinehart and Winston, Inc.</p> <p>Baum, A.; Newman, S.; West, R. &amp; Mc Manus, C. Cambridge. (1997). <i>Handbook of Psychology, Health &amp; Medicine</i>. Cambridge: Cambridge University Press.</p> <p>Colemn, J. C. (1976). <i>Abnormal Psychology and Modern Life</i>. Bombay: D. Taraporewala Sons &amp; Co.</p> <p>Dicapro, N. S. (1974). <i>Personality Theories</i>. New York: Harper.</p> <p>Douglas, O. B. &amp; Holl, B.P. (1948). <i>Foundations of Educational Psychology</i>. New York: The Mac Millan Co.</p> <p>Gagne, R. M. (1977). <i>The Conditions of Learning</i>. New York, Chicago: Ho_Rinehart and Winston.</p>
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	<p>Gates, A. T. et. al. (1963). Educational Psychology. New York: Mac Millan. Hilgard, E. R. Theories of Learning. New York: Appleton Century Crafts.</p> <p>Kundu, C. L. (1984). Educational Psychology. Delhi Sterling Publishers.</p> <p>Kundu, C. L. (1976). Personality Development: A Critique of Indian Studies. Vishal Publishers.</p> <p>Kundu, C. L. &amp; Tutoo, D. N. (1988). Educational Psychology. New Delhi: Sterling Publishers Private Limited.</p> <p>Shankar Udey. (1965). Development of Personality.</p> <p>Talbott, J. A.; Hales, R. E. &amp; Yodofsky, S. G. (1994). Textbook of Psychiatry. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.</p> <p>Thorpe, G. L. &amp; Olson, S. L. (1999). Behaviour Therapy, Concepts, Procedures and Applications. London: Allyn Bacon.</p>
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<b>(Faculty of Education)</b>												
<b>Name of the Department</b>		Education										
<b>Name of the Program</b>		M.Ed.										
<b>Course Code</b>		<b>10010104</b>										
<b>Course Title</b>		<b>INTRODUCTION TO RESEARCH METHODOLOGY</b>										
<b>Academic Year</b>		I										
<b>Semester</b>		I										
<b>Number of Credits</b>		4										
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>		This paper will make learner to understand the concept of research in general and educational research, development of research proposal and writing a research report.										
<b>Course Outcomes:</b>												
At the end of the course students will be able to:												
<b>CO1</b>		Explain the distinctive features of quantitative, qualitative, and mixed methods research										
<b>CO2</b>		Select an appropriate method for conducting an educational research study and explain a sampling design appropriate for the study										
<b>CO3</b>		Learn about the development of a research proposal and documentation of research in the form of a research report										
<b>CO4</b>		Develop an understanding of the concept of research in general and educational research, in particular,										
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	2	2	-	-	1	3	1	-	-	1	3	1
<b>CO2</b>	3	2	-	1	1	3	1	-	-	1	3	1
<b>CO3</b>	3	2	1	1	2	3	1	1	1	2	3	1
<b>CO4</b>	3	2	1	1	2	3	1	1	1	2	3	1
<b>CO5</b>												
<b>Average</b>	2.0	8.0	1.0	1.0	1.5	2.25	1.0	1.0	1.0	1.5	2.25	1.0

<b>Course Content:</b>				
<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P(Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>
<b>Unit</b>	<b>Content &amp; Competencies</b>			
1	<p><b>Research In Education- Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>● Explain the Meaning, Nature, Scope, Areas and Challenges of Educational Research (C2)</li> <li>● Discuss the types of Educational Research- Fundamental, Applied and Action Research (C6)</li> <li>● Organize the different Sources of Knowledge; The Scientific Approach to Knowledge Generation: Concept, Assumptions, Role, Scope and Limitations; Scientific Method and its Characteristics (C3)</li> <li>● Critically evaluate the Research Paradigms: Positivist and Non-positivist, Qualitative and Quantitative (C5)</li> </ul>			
2	<p><b>Methods Of Research Part-I</b></p> <ul style="list-style-type: none"> <li>● Examine the Major orientations in educational research: Philosophical, Historical, Sociological and Psychological (C4)</li> <li>● Explain the Historical Research: Nature, Purpose and Steps in Historical Research, Sources of Data- Primary and Secondary, Historical Criticism- Internal and External (C5)</li> <li>● Explain the Survey Research: Descriptive, Comparative and Evaluative Survey (C5)</li> <li>● Explain the Experimental Research Design: Experimental and Control Groups, Extraneous and Intervening variable, Simple Experimental Designs (C5)</li> </ul>			
3	<p><b>Methods Of Research Part-II</b></p> <ul style="list-style-type: none"> <li>● Analyze and Discuss the Field Methods: Participant Observation and Case Study (C4 &amp;6)</li> <li>● Analyze and Discuss the Ethnography Studies (C4 &amp;6)</li> <li>● Analyze and Discuss the Grounded Theory (C4 &amp;6)</li> <li>● Analyze and Discuss the Triangulation method (C4 &amp;6)</li> <li>● Analyze and Discuss the Visual Research (C4 &amp;6)</li> </ul>			

4	<p><b>Planning The Research Study: Selecting A Problem And Preparing A Research Proposal</b></p> <ul style="list-style-type: none"> <li>● Identify the Sources of Research Problems (C3)</li> <li>● Develop Review of Literature: Purpose and Resources; Conducting a Literature Search: Using Internet Search Tools and Databases (C3)</li> <li>● Identification and Conceptualization of Research Problem; Criteria for Selection and Evaluation of the Problem; Stating and Defining the Problem (C3 &amp; 6)</li> <li>● Create Research Questions and Objectives in Quantitative and Qualitative Research (C6)</li> <li>● Preparation of a Research Proposal: Framework of a Research Proposal and Strategies for Writing the Research Proposal (C6)</li> </ul>
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Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>60</b>

### Assessment Methods:

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination (OSCE)	University Examination
Objective Structured Practical Examination (OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with Cos

<b>Nature of Assessment</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						

<b>Feedback Process</b>	2. Student's Feedback
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Best, J.W. and Kahn, J.V. (1995). Research in Education (7<sup>th</sup> Ed). New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>2. Cohen, L. &amp; Manion L. (1980). Research Methods in Education. London: Groom Helm Ltd.</li> <li>3. Kerlinger, F.N. (1973). Foundations of Behavioral Research, New York: Holt, Rinehart and Winston Inc.</li> <li>4. Traverse, R. M. W. (1986). An Introduction to Educational Research, New York: The Macmillan Publishing Co.</li> <li>5. Kaul, L. (1994). Methodology of Educational Research. New Delhi: Vikas Publishing House.</li> <li>6. Gupta, S.P. (1997). Statistical Methods. Sherda Pustak Bhawan, Allahabad.</li> </ol>

<b>(Faculty of Education)</b>												
<b>Name of the Department</b>	Education											
<b>Name of the Program</b>	M.Ed.											
<b>Course Code</b>	<b>10010107</b>											
<b>Course Title</b>	<b>EDUCATIONAL TECHNOLOGY</b>											
<b>Academic Year</b>	I											
<b>Semester</b>	I											
<b>Number of Credits</b>	4											
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>	This paper deals with the effective use of technology in education with various forms of technology and theories and modes of communication.											
<b>Course Outcomes:</b>												
At the end of the course students will be able to:												
<b>CO1</b>	Develop an awareness about the recent innovations and future perspectives of education technology											
<b>CO2</b>	Acquaint themselves with the challenges and opportunities emerging in integrating new technology in educational process											
<b>CO3</b>	Understand the uses of ICT in Education and Research											
<b>CO4</b>	Demonstrate infusion of ICT into the curriculum											
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>P O 1</b>	<b>P O 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>P O 5</b>	<b>PO 6</b>	<b>P O 7</b>	<b>PO 8</b>	<b>PSO 1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O 4</b>
<b>CO1</b>	3	3	2	1	3	2	2	2	1	2	2	1
<b>CO2</b>	3	3	2	1	3	2	2	2	1	2	2	1
<b>CO3</b>	3	3	2	1	3	2	2	2	1	2	2	1
<b>CO4</b>	1	3	3	2	3	2	2	2	1	2	2	1
<b>Average</b>	2.5	3.0	2.25	1.25	3.0	2.0	20	2.0	1.0	2.0	2.0	1.0
<b>Course Content:</b>												

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P(Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>
<b>Unit</b>	<b>Content &amp; Competencies</b>			
1	<ul style="list-style-type: none"> <li>● Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology &amp; Information and Communication Technology (ICT) and Instructional Technology) (C1)</li> <li>● Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems (C3)</li> <li>● Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky) (C2)</li> <li>● Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups) (C2)</li> </ul>			
2	<p><b>Systems Approach to Instructional Design</b></p> <ul style="list-style-type: none"> <li>● Explain the Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model, Mason's) (C2)</li> <li>● Explain the Gagne's Nine Events of Instruction and Five E's of Constructivism; Nine Elements of Constructivist Instructional Design (C2)</li> <li>● Identifying the Application of Computers in Education: CAI, CAL, CBT, CML (C3)</li> <li>● Explain the Concept of e-learning; Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning) (C2)</li> </ul>			
3	<ul style="list-style-type: none"> <li>● Emerging Trends in e-learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum) (C2)</li> <li>● Analyzing the Open Education Resources (Creative Commons, Massive Open Online Courses; Concept and application) (C4)</li> <li>● E-Inclusion- Concept of E-Inclusion, Application of Assistive technology in E-learning (C2 &amp; 5)</li> <li>● Appraise the Quality of e-learning- Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&amp;M IS Success Model, 2003) (C5)</li> <li>● Explain the Ethical Issues for E-Learner and E-Teacher- Teaching, Learning and Research (C2)</li> </ul>			

4	<p><b>Use of ICT in Evaluation</b></p> <ul style="list-style-type: none"> <li>● Administration and Research: e-portfolios (C3)</li> <li>● ICT for Research- Online Repositories and Online Libraries (C5)</li> <li>● Online and Offline assessment tools (Online survey tools or test generators)-Concept and Development (C6)</li> </ul>
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Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	2
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	60

#### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination (OSCE)	University Examination
Objective Structured Practical Examination (OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce

	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						

<b>Feedback Process</b>	3. Student's Feedback
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<b>References:</b>	<ol style="list-style-type: none"> <li>1. Huang, R., &amp; Price, J. K. (Eds.). (2014). ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer.</li> <li>2. Aggarwal, J.C. (2001). Principles, methods, and techniques of teaching. Delhi: Vikas Publication.</li> <li>3. Bhatt, B. D., Sharma, S. R. (1992). Educational technology: concept and technique. New Delhi: Kanishka Publishing House.</li> <li>4. Dangwal, K. L. (2010). Computers in Teaching and Learning. Vinod PustakMandir: Agra.</li> <li>5. Heinich, Robert, Molenda, Michael, Russell, James, D. (1989). Instructional media and the new technologies of instruction. New York: Macmillan.</li> <li>6. Joyce, B. (2009). Models of teaching. New Delhi: Phi Learning.</li> <li>7. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.</li> </ol>
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<b>(Faculty of Education)</b>												
<b>Name of the Department</b>		Education										
<b>Name of the Program</b>		M.Ed.										
<b>Course Code</b>		<b>10010103</b>										
<b>Course Title</b>		<b>EDUCATIONAL STUDIES</b>										
<b>Academic Year</b>		I										
<b>Semester</b>		I										
<b>Number of Credits</b>		4										
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>		This paper will make the learners aware about the meaning, need and importance of education in national and global perspective with reference to higher secondary elementary and technical education.										
<b>Course Outcomes:</b> At the end of the course students will be able to:												
<b>CO1</b>		Explain the Meaning, Nature, Concept (Narrow and Broader), Agencies, Need and Importance of Education in National and Global Perspective.										
<b>CO2</b>		Elaborate Education as a Phenomenon, Practice and Field of Study.										
<b>CO3</b>		Describe the System of Education in India with reference to Higher, Secondary, Elementary & Technical Education and also the Educational Structure at central, state, district, block & village level.										
<b>CO4</b>		Explain the Need, Importance and Significance of Distance Education & Open Learning Systems in National & Global Perspective and also that of the Educational Bodies like UNESCO, UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)										
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	3	2	2	1	2	1	1	2	-	1	1	2
<b>CO2</b>	3	2	-	1	2	1	1	-	1	1	2	2
<b>CO3</b>	3	2	-	-	1	2	2	-	2	-	2	2

<b>CO4</b>	2	2	2	-	-	2	2	-	2	-	2	2
<b>CO5</b>												
<b>Average</b>	2.25	2.0	1.0	1.0	1.6	1.5	1.5	0.5	1.3	0.5	1.75	2.0
3												
<b>Course Content:</b>												
<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>		<b>P (Hours/Week)</b>		<b>CL (Hours/Week)</b>			<b>Total Hour/Week</b>				

<b>Unit</b>	<b>Content &amp; Competencies</b>
<b>1</b>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>● Meaning and Nature (C2)</li> <li>● Concept (Narrow and Broader) (C2)</li> <li>● Agencies (C2)</li> <li>● Need and Importance (C2)</li> <li>● National and Global Perspective (C2)</li> </ul> <p><b>Education as a –</b></p> <ul style="list-style-type: none"> <li>● Phenomenon (C2)</li> <li>● Practice (C2)</li> <li>● Field of Study (C2)</li> </ul>
<b>2</b>	<p><b>Structure and System of Education in India</b></p> <ul style="list-style-type: none"> <li>● Analyzing the Educational Structure at central, state, district, block and village level (C4)</li> <li>● Examine the System of Education in India (C4) <ul style="list-style-type: none"> <li>· Higher Education</li> <li>· Secondary Education</li> <li>· Elementary Education</li> <li>· Technical Education</li> </ul> </li> </ul>

	<p><b>Need, Importance and Significance of –</b></p> <ul style="list-style-type: none"> <li>Distance Education and Open Learning Systems in National and Global Perspective (C5)</li> <li>Educational Bodies like UNESCO, UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) &amp; DIET(s) (C5)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li><b>Examining the Constitutional Provisions and Acts w.r.t. Education (C4)</b></li> </ul> <p>Provisions w.r.t. Education in Constitution of India  RTE Act, 2009  Persons with Disabilities Act, 1995  Rights of Persons with Disabilities Act, 2016</p> <ul style="list-style-type: none"> <li><b>National Programmes/ Schemes in Education</b></li> </ul> <p>Mid-Day Meal Scheme  SSA, RMSA &amp; RUSA  IEDSS &amp; IEDC  Samagra Shiksha Abhiyan  Saakshar Bharat</p>
<b>4</b>	<ul style="list-style-type: none"> <li><b>Evaluating the National Issues in Education (C5)</b></li> </ul> <p>Universalization of Elementary Education  Globalization of Education  Liberalization of Education</p> <ul style="list-style-type: none"> <li><b>National Concerns in Education</b></li> </ul> <p>Expansion of Secondary and Higher Education  Issues related to equity, equality and quality of Education  Education of the disadvantaged  Quality issues in Teacher Education Programmes</p>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

## Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>60</b>

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination (OSCE)	University Examination
Objective Structured Practical Examination (OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

## Mapping of Assessment with Cos

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>	4. Student's Feedback					

<b>References:</b>	<p>Cole, M. (2011). Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class. NY: Routledge.</p> <p>Govinda, R. &amp; Diwan, R. (2003). Community Participation and Empowerment in Primary Education. New Delhi: Sage Publication.</p> <p>Govinda, R. (2011). Who goes to School? : Exploring Exclusion in Indian Education. New Delhi: Oxford University Press.</p> <p>Govt. of India. (1948). University Education Commission. New Delhi: Govt. of India.</p> <p>Govt. of India. (1952). Secondary Education Commission. New Delhi: Govt. of India.</p> <p>Govt. of India. (1964). Indian Education Commission. New Delhi: Govt. of India.</p> <p>Govt. of India. (1986). National Policy Of Education. New Delhi: Govt. of India.</p> <p>Govt. of India. (1992). Programme of Action. New Delhi: Govt. of India.</p> <p>Govt. of India. (2020). National Policy Of Education. New Delhi: Govt. of India.</p>
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- Sharma, R. K. & Chouhan, S. S. (2006). Sociology of Education. New Delhi: Atlantic Publishing Corporation.

<b>( Faculty of Education)</b>												
<b>Name of the Department</b>	Faculty of Education											
<b>Name of the Program</b>	M.Ed.											
<b>Course Code</b>	<b>10010105</b>											
<b>Course Title</b>	<b>SELF DEVELOPMENT</b>											
<b>Academic Year</b>	I											
<b>Semester</b>	I											
<b>Number of Credits</b>	2											
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>	This paper will make them learn about writing essays articles on any issues related to education											
<b>Course Outcomes:</b>												
At the end of the course students will be able to:												
<b>CO1</b>	Understand what they are and what they want to be											
<b>CO2</b>	Take responsibility for self-development, self-exploration and self-evolution.											
<b>CO3</b>	Know oneself and through that knowing surroundings (including human and other Living Beings).											
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	3	3	2	1	3	2	2	-	2	2	1	1
<b>CO2</b>	3	3	2	1	3	2	2	-	2	2	1	1
<b>CO3</b>	3	3	2	1	3	2	2	-	2	2	1	2
<b>Average</b>	3.0	3.0	2.0	1	3.0	2.0	2.0	-	2.0	2.0	1.0	1.5
<b>Course Content:</b>												
<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>			<b>P(Hours/Week)</b>			<b>CL (Hours/Week)</b>			<b>Total Hour/Week</b>		

Unit	Content & Competencies
1	<ul style="list-style-type: none"> <li>• Themes such as gender, society and education, differently challenged abilities, psycho-social dimensions of exclusion and inclusive education. (C 2 &amp; 4 <b>(Explain &amp; Analysis)</b>)</li> <li>• Concept of integrated personality and processes of its harmonious development. (C 2<b>(Explain)</b>)</li> <li>• Mental and physical well-being (through modalities such as Yoga workshops for at least once in a week), Life skills in our daily life. (C 2 <b>(Demonstrate)</b>)</li> <li>• Happiness, harmony: within me and with others: society, nature, existence. (C 2<b>(Demonstrate)</b>)</li> <li>• Realization, understanding, desiring, thinking, Shanti, Santosh, Anand.</li> <li>• Prosperity. (C 2 <b>(Demonstrate)</b>)</li> <li>• Human Values: (C 2 <b>(Demonstrate)</b>)</li> <li>• Swatantra(C 2 <b>(Demonstrate)</b>)</li> <li>• Swarajya (C 2 <b>(Demonstrate)</b>)</li> <li>• Moksha (C 2 <b>(Demonstrate)</b>)</li> <li>• Concept of self: Self-concept and self-esteem (C 2 <b>(Demonstrate)</b>)</li> <li>• Understanding and analysis of your own Strength, Scope for development, weakness, threats: constructive utilization towards self-development. (C 2<b>(Demonstrate)</b>)</li> <li>• Concept of intelligence (multiple intelligence), emotional intelligence, spiritualintelligence. (C 2 <b>(Explain &amp; Demonstrate)</b>)</li> <li>• Prayer, Meditation (as antidote to stress management) &amp; Mental Piece. (C 2 <b>(Explain&amp; Demonstrate)</b>)</li> <li>• Interaction with the personality/musician/artist. (C 2 <b>(Explain &amp; Demonstrate)</b>)</li> <li>• Conducting the workshop (C 2 <b>(Explain &amp; Demonstrate)</b>)</li> <li>• Maslow's Need Hierarchy Theory and Self-actualization. (C 2 <b>(Explain &amp; Demonstrate)</b>)</li> </ul>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

## Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	4
Practical	16
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>30</b>

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination (OSCE)	University Examination
Objective Structured Practical Examination (OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

## Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>	<b>5. Student's Feedback</b>					

<b>References:</b>	<ul style="list-style-type: none"> <li>● Brown, B. (2012). Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead. Avery.</li> <li>● Carnegie, D. (1936). How to win friends and influence people. Simon &amp; Schuster.</li> <li>● Cain, S. (2013). Quiet: The power of introverts in a world that can't stop talking. Broadway Books.</li> <li>● Covey, S. R. (1989). The 7 habits of highly effective people. Free Press.</li> <li>● Dweck, C. S. (2006). Mindset: The new psychology of success. Ballantine Books.</li> <li>● Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.</li> </ul>
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	<ul style="list-style-type: none"><li>● Pink, D. H. (2009). Drive: The surprising truth about what motivates us. Riverhead Books.</li><li>● Westover, T. (2018). Educated: A memoir. Random House.</li><li>● Zander, R. S., &amp; Zander, B. (2002). The art of possibility: Transforming professional and personal life. Penguin Books.</li><li>● Jennings, P. A. (2015). Mindfulness for teachers: Simple skills for peace and productivity in the classroom. W. W. Norton &amp; Company.</li><li>● Robinson, K. (2013). Finding your element: How to discover your talents and passions and transform your life. Penguin Books.</li><li>● Rath, T. (2007). StrengthsFinder 2.0. Gallup Press.</li><li>● Sinek, S. (2014). Leaders eat last: Why some teams pull together and others don't. Portfolio.</li><li>● Tolle, E. (1999). The power of now: A guide to spiritual enlightenment. New World Library.</li><li>● McKeown, G. (2014). Essentialism: The disciplined pursuit of less. Crown Business.</li></ul>
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<b>(Faculty of Education)</b>												
<b>Name of the Department</b>	Education											
<b>Name of the Program</b>	M.Ed.											
<b>Course Code</b>	10010106											
<b>Course Title</b>	COMMUNICATION SKILLS & EXPOSITORY WRITING											
<b>Academic Year</b>	I											
<b>Semester</b>	I											
<b>Number of Credits</b>	2											
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>	This paper will make them learn about writing essays articles on any issues related to education											
<b>Course Outcomes:</b>												
At the end of the course students will be able to:												
<b>CO1</b>	Write Essays/Articles on any issue relating to Education.											
<b>CO2</b>	Prepare PPTs on any topic and also will be able to present his/ her views with those prepared PPTs at any platform like Seminar etc.											
<b>CO3</b>	Express publicly his views regarding any educational issue and will also be able to discuss any educational issue in Panel/ Group Discussion.											
<b>CO4</b>	Analyze the content available on Education and will also be able to report in his words, event(s)/news (from electronic/print media) related to the field of Education.											
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	3	3	2	1	3	2	2	-	2	2	1	1
<b>CO2</b>	3	3	2	1	3	2	2	-	2	2	1	1
<b>CO3</b>	3	3	2	1	3	2	2	-	2	2	1	2
<b>CO4</b>	3	3	2	1	3	2	2	-	2	2	1	2
<b>Average</b>	3.0	3.0	2.0	4.0	3.0	2.0	2.0	-	2.0	2.0	1.0	1.5
<b>Course Content:</b>												

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P(Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>
<b>Unit</b>	<b>Content &amp; Competencies</b>			
1	<p><b>COMMUNICATION SKILLS:</b></p> <ul style="list-style-type: none"> <li>● Meaning, concept and components of effective communication.</li> <li>● Strategies of effective communication.</li> <li>● Role and usage of ICT in effective communication.</li> <li>● Development of pre-academic skills (pre-reading, pre-writing and pre-presentation).</li> </ul>			
2	<p><b>EXPOSITORY WRITING:</b></p> <ul style="list-style-type: none"> <li>● Meaning, concept, Types and indicators for effective expository writing.</li> <li>● Listening skills: meaning, concept and importance of listening skills.</li> <li>● Academic listening-(lecturing) listening to talk and presentation.</li> <li>● Asking for and giving information, giving instruction, listening and observing tone/mood and attitude at the other end, handling the situations especially trouble shooting, tele-conferencing, tele- interviews handling.</li> </ul>			
3	<p><b>SUGGESTED ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>● Writing Essay/Articles on any issue relating to Education.</li> <li>● Seminar presentation with PPT (on any one topic).</li> <li>● Student's Discussion (panel/group).</li> <li>● Content Analysis &amp; reporting any one event/news (from electronic/print media)related to the field of Education.</li> <li>● Workshop on Development of Expository Writing skills.</li> <li>● Workshop on Communication skills.</li> </ul> <p><b>Note:</b> - Mode of transaction of this course will be workshop.</p>			

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach

## Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	4
Practical	16
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>30</b>

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination (OSCE)	University Examination
Objective Structured Practical Examination (OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

## Mapping of Assessment with Cos

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>						
6. Student's Feedback						
<b>References:</b>	<ul style="list-style-type: none"> <li>● Adler, R. B., Elmhorst, J. M., &amp; Lucas, K. A. (2017). Communicating at work: Principles and practices for business and the professions. McGraw-Hill Education.</li> <li>● Beebe, S. A., Beebe, S. J., &amp; Ivy, D. K. (2018). Communication: Principles for a lifetime. Pearson.</li> <li>● Devito, J. A. (2015). The interpersonal communication book. Pearson.</li> <li>● Fisher, R., Ury, W., &amp; Patton, B. (2011). Getting to yes: Negotiating agreement without giving in. Penguin Books.</li> <li>● Guffey, M. E., &amp; Loewy, D. (2018). Essentials of businesscommunication. Cengage Learning.</li> <li>● Guffey, M. E., &amp; Loewy, D. (2018). Essentials of business communication. Cengage Learning.</li> <li>● Hybels, S., &amp; Weaver II, R. L. (2018). Communicating effectively. McGraw-Hill Education.</li> </ul>					

## SEMESTER –II

<b>Course Code</b>	<b>Course Title</b>
<b>10010201</b>	<b>Philosophical &amp; Sociological Foundations of Education</b>
<b>10010202</b>	<b>Advanced Educational Research</b>
<b>10010210</b>	<b>Measurement and Evaluation</b>
<b>10010208</b>	<b>Teacher Education</b>
<b>10010209</b>	<b>Historical Development of Education</b>
<b>10010207</b>	<b>Practical in Educational Psychology</b>
<b>10010211</b>	<b>Practicum: Development of e-content</b>

<b>(Faculty of Education)</b>												
<b>Name of the Department</b>	Education											
<b>Name of the Program</b>	M.Ed.											
<b>Course Code</b>	10010201											
<b>Course Title</b>	<b>PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>											
<b>Academic Year</b>	I											
<b>Semester</b>	II											
<b>Number of Credits</b>	4											
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>	This paper will make them learn about the philosophical and sociological foundations of education with defining various approaches and issues from metaphysical, epistemological and axiological perspectives.											
<b>Course Outcomes:</b> At the end of the course students will be able to:												
<b>CO1</b>	examine the various sociological approaches to education											
<b>CO2</b>	relate philosophical methods with educational practices											
<b>CO3</b>	examine the educational issues from metaphysical, epistemological, and axiological perspectives											
<b>CO4</b>	develop a conceptual understanding of culture and its relevance to education											
<b>CO5</b>	appreciate the role of family, school and media as agencies of socialization											
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	3	1	-	1	-	1	1	1	-	3	1	1
<b>CO2</b>	3	2	1	1	2	1	2	2	1	2	1	1
<b>CO3</b>	3	2	1	2	-	2	1	-	2	1	1	2
<b>CO4</b>	2	2	-	1	2	2	1	-	3	1	1	2
<b>CO5</b>	2	2	3	2	2	2	3	1	1	2	1	1
<b>Average</b>	2.6	1.8	1.6	1.4	2.0	1.2	1.6	1.0	1.75	1.8	1.0	1.4

<b>Course Content:</b>				
<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P(Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>
<b>Unit</b>	<b>Content &amp; Competencies</b>			
1	<p><b>Introduction To Philosophy of Education</b></p> <ul style="list-style-type: none"> <li>● Explain the Philosophy- A Wisdom, Ideology and Liberal Discipline (C2)</li> <li>● Explain the Relationship between Education and Philosophy (C2)</li> <li>● Explain the Philosophy of Education: Meaning, Nature and Scope (C2)</li> <li>● Explain the Functions of Philosophy of Education- Normative, Speculative, Analytical (C2) Philosophical Aims of Education</li> </ul>			
2	<p><b>Philosophical Methods Used in Education</b></p> <ul style="list-style-type: none"> <li>● Evaluate the method of Analysis, Synthesis, Induction, Deduction, Dialectical (C5)</li> <li>● Explain the Fundamental Philosophical Domains: Metaphysics, Epistemology, Axiology (C2)</li> <li>● Education and Metaphysics: Metaphysical problems related to Man, Nature, and Society (C2)</li> <li>● Epistemology and Education: Types of Knowledge, Methods of acquiring knowledge with special reference to Logical Analysis, Positive Relativism and Logical Empiricism (C2)</li> <li>● Axiology and Education: Meaning, Classification and Hierarchy of Values, Role of Education in Inculcation of Values (C2)</li> </ul>			
3	<p><b>Education &amp; Sociology</b></p> <ul style="list-style-type: none"> <li>● Explaining Education as a Social Enterprise and a Sub-system of Social System (C2)</li> <li>● Explain the Relationship between Education and Sociology (C2)</li> <li>● Educational Sociology &amp; Sociology of Education: Concept, Nature, Scope, and Functions (C2)</li> <li>● Explain the Sociological Approaches: Historical, Positivists, Structure-functionalists, Marxists, Neo-Marxists (C2)</li> <li>● Discuss the Research in Sociology of Education: Status &amp; Future Prospects (C6)</li> </ul>			

4	<p><b>Education, Culture And Socialization</b></p> <ul style="list-style-type: none"> <li>● Explain the Culture- Meaning, Nature and Types of Culture, Cultural unity and diversity in India, Concept of composite culture (C2)</li> <li>● Analyze the Cultural Change, Cultural Crisis with special reference to Indian society (C4)</li> <li>● Education &amp; Culture: Acculturation, Enculturation, Relationship between Education &amp; Culture, Role of education in the cultural context</li> <li>● Critical Analysis of Education &amp; Socialization: Education as Methodical Socialization (C4 &amp; 5)</li> <li>● Explain the Agencies of Socialization: Family, School, Media (C2)</li> </ul>
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Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	60

### Assessment Methods:

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with Cos

<b>Nature of Assessment</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						

Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	

<b>Feedback Process</b>		<b>7. Student's Feedback</b>	
<b>References:</b>	<b>Suggested Readings:</b>		
	<ol style="list-style-type: none"> <li>1. Brubacher, John S. (1971). Modern Philosophies of Education, New Delhi:Tata McGraw Hill Pvt. Ltd.</li> <li>2. Kneller, G. F. (1971). Introduction to Philosophy of Education, New York,John Witty &amp; Sons.</li> <li>3. Navratham, R. (1958). New frontiers in east-west Philosophies of Education Orient, Bombay.</li> <li>4. Haralambos, M. (1980). Sociology: Themes and Perspectives, Delhi:Oxford Univ. Press.</li> <li>5. Ruhela, S. P. (1992). Sociology of Education: Problems and Prospects,Ambala Cantt: Associated Publishers.</li> <li>6. Gore, M.S. et al (Eds), Papers in Sociology of Education in India, NewDelhi: NCERT.</li> </ol>		

<b>(Faculty of Education)</b>	
<b>Name of the Department</b>	Faculty of Education
<b>Name of the Program</b>	M.Ed.
<b>Course Code</b>	<b>10010202</b>
<b>Course Title</b>	<b>ADVANCED EDUCATIONAL RESEARCH</b>
<b>Academic Year</b>	I
<b>Semester</b>	II
<b>Number of Credits</b>	4
<b>Course Prerequisite</b>	

<b>Course Synopsis</b>	This paper will make them learn about the construction and proper use of various tools used for collecting data and statistical techniques to analyse the data.
<b>Course Outcomes:</b> At the end of the course students will be able to:	
<b>CO1</b>	Understand the constructional and proper use of various tools used for collecting data.
<b>CO2</b>	Understand the uses of various inferential statistical techniques for analyzing the data.
<b>CO3</b>	Explain a sampling design appropriate for a research study.
<b>CO4</b>	Develop an ability to choose and employ appropriate statistical techniques to analyze quantitative data.
<b>CO5</b>	Understand the inferential statistics and appreciate its role and use in educational research.
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>	

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	3	1	1	1	-	1	-	-	2	2	3	1
<b>CO2</b>	3	1	1	1	-	1	-	-	2	2	3	1
<b>CO3</b>	2	3	1	2	1	2	-	1	-	1	3	1
<b>CO4</b>	2	3	1	2	1	2	-	1	-	1	3	1
<b>CO5</b>	3	2	1	1	2	2	2	1	1	2	3	2
<b>Average</b>	2.6	2.0	1.0	0.8	1.3	1.6	0.5	1.0	1.0	1.6	3.0	1.2
<b>Course Content:</b>												

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>
<b>Unit</b>	<b>Content &amp; Competencies</b>			
1	<b>Developing Assumptions and Hypotheses</b> <ul style="list-style-type: none"> <li>● Explain the Meaning and difference between assumptions, postulates and hypotheses (C2)</li> <li>● Interpret the Nature and types of hypotheses: their sources (C2)</li> <li>● Identify the Characteristics of good hypotheses (C3)</li> <li>● Examine the Role of hypotheses in theory building (C4)</li> <li>● Classify the Hypothesis testing, Types of Error and Levels of Significance (C4)</li> </ul>			

2	<p><b>Sampling And Estimation</b></p> <ul style="list-style-type: none"> <li>● Explain the Concept of population and sample; characteristics of a good sample (C2 &amp; 5)</li> <li>● Define the Sample frame; units of sampling; determiners of sample size (C1)</li> <li>● Classify Various methods of probability and non-probability sampling (C4)</li> <li>● Discuss Sampling Distribution of Means and Proportions (C6)</li> <li>● Elaborate Reliability of Statistics- Estimation, Standard Errors and Confidence Intervals of Statistics (C5)</li> <li>● Discuss Sampling errors and avoidance of sampling bias (C6)</li> </ul>
3	<p><b>Tools And Techniques of Research</b></p> <ul style="list-style-type: none"> <li>● Explain Interview and Interview Schedule (C2 &amp; 5)</li> <li>● Classify Observation and Observation Schedule (C2)</li> <li>● Define Questionnaire (C1)</li> <li>● Classify Opinionnaire and/or Attitude Scale (C4)</li> <li>● Elaborate Psychological Tests and Inventories (C6)</li> <li>● Explain Sociometry (C2 &amp; 5)</li> </ul>
4	<p><b>Descriptive And Inferential Statistics</b></p> <ul style="list-style-type: none"> <li>● Explain Tabular and Graphical Representation of Data (C2 &amp; 5)</li> <li>● Define Measures of Central Tendency: Mean, Median and Mode (C1)</li> <li>● Discuss Measures of Variability: Range, Mean Deviation, Standard Deviation and Quartile Deviation (C6)</li> <li>● Elaborate Correlation: Rank Order and Product Moment (C6)</li> <li>● Analyze Probability Distribution: Normal Probability Curve- Its Properties and Applications (C4)</li> <li>● Determine Critical Ratio and t-Ratio; One-Tailed and Two-Tailed Tests (C6)</li> <li>● Analysis of Variance (One-Way) (C5)</li> <li>● Define and Classify Chi-Square Test; Tests of Goodness of Fit and Test of Independence (C1 &amp; 2)</li> </ul>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

## Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)

Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>	8. Student's Feedback					

<p><b>References:</b></p>	<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Best, J.W. and Kahn, J.V. (1995). Research in Education (7<sup>th</sup> Ed). NewDelhi: Prentice Hall of India Pvt. Ltd.</li> <li>2. Cohen, L. &amp; Manion, L. (1980). Research Methods in Education. London:Groom Helm Ltd.</li> <li>3. Garrett, H.E. (1969). Statistics in Psychology and Education. Bombay:Vakils, Feffer and Simons Pvt. Ltd.</li> <li>4. Ferguson, G. A. (1981). Statistics Analysis in Psychology and Education.5<sup>th</sup> ed. Tokyo: Mc Graw Hill Kegakusha Ltd.</li> <li>5. Festinger, U and Katz, D. (Eds). (1970). Research Methods in BehaviouralSciences. New York: Holt, Rinehart &amp; Winston Inc.</li> <li>6. Guilford, J.P. and Freachter, B. (1978). Fundamental statistics in psychology and Education (6<sup>th</sup> Ed). Tokyo: Mc Graw Hill, Kegakusha Ltd.</li> <li>7. Kaul, L. (1994). Methodology of Educational Research. New Delhi: VikasPublishing House.</li> </ol>
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<b>(Faculty of Education)</b>												
<b>Name of the Department</b>	Faculty of Education											
<b>Name of the Program</b>	M.Ed.											
<b>Course Code</b>	<b>10010210</b>											
<b>Course Title</b>	<b>MEASUREMENT AND EVALUATION</b>											
<b>Academic Year</b>	I											
<b>Semester</b>	II											
<b>Number of Credits</b>	4											
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>	This paper will make them learn about the concept of measurement, evaluation and examination and develop the skill of formulating instructional objectives, learning experience and evaluation procedure.											
<b>Course Outcomes:</b> At the end of the course students will be able to:												
<b>CO1</b>	Understand the concept of measurement, evaluation, and examination											
<b>CO2</b>	Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures											
<b>CO3</b>	Develop the skill to use evaluating tools											
<b>CO4</b>	Collect scientific data about learners by administering different types of tests											
<b>CO5</b>	Develop the familiarity with the teacher made and standardized achievement tests											
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	3	1	-	1	2	1	-	-	2	1	3	1

<b>CO2</b>	2	3	2	1	3	1	1	2	-	1	1	1
<b>CO3</b>	2	3	2	1	3	1	1	2	-	1	1	1
<b>CO4</b>	2	2	1	1	2	1	1	1	2	2	3	1
<b>CO5</b>	3	2	1	1	2	1	1	1	2	2	3	1
<b>Average</b>	2.4	2.2	1.5	1.0	2.4	1.0	1.0	1.2	2.0	1.3	2.2	1.0

**Course Content:**

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>

<b>Unit</b>	<b>Content &amp; Competencies</b>
1	<ul style="list-style-type: none"> <li>Define the Concept of measurement and evaluation: meaning of measurement and evaluation, (C1)</li> <li>Classify the Scales of measurement, nominal, ordinal, interval and ratio, types of evaluation, role of measurement and evaluation in education. (C2 &amp; 4)</li> <li>Explain the Guideline and the programs of action for evaluation reform under the new education policy 1986; concept of CCE with reference to NCF - 2005. (C1 &amp; 5)</li> </ul>
2	<ul style="list-style-type: none"> <li>Analyze Instructional objectives: Meaning, need, development, sources, and criteria for selection of objectives (C4)</li> <li>Discuss Validity: concept, determination, factors contributing to test validation. (C6)</li> <li>Define and Discuss Reliability: Concept, estimation, factors contributing to test reliability, cautions while interpreting reliability coefficients, standard error of measurement, and usability of a test. (C1 &amp; 6)</li> <li>Compare and Analyze Item analysis- facility index, discriminating index; Distracters count and its computation. (C2 &amp; 4)</li> </ul>

3	<ul style="list-style-type: none"> <li>● Explain the Test construction: Basic requirement in preparing a test, types of test items and general rules for writing test items. <b>(C1 &amp; 5 &amp; 3)</b></li> <li>● Define the Precautions in formulating essay type items and their scoring, advantages and limitations of objective and essay type tests, and teacher made and standardized tests. <b>(C1 &amp; 6)</b></li> <li>● Interpretation of quantitative data test scores and norms: Criterion referenced and norms referenced interpretation, raw score and standard, sigma score, T-score, standard - score. <b>(C6)</b></li> </ul>
4	<ul style="list-style-type: none"> <li>● Define and Discuss the Norms: Grade, age, percentile and percentile rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score. <b>(C1 &amp; 6)</b></li> <li>● Infer and Elaborate the Assumptions and philosophy of different correlational approaches in series of data: Biserial, point biserial, contingency, tetrachoric and phi coefficient, merits and limitations of these correlation techniques and interpreting correlation coefficient. <b>(C 2 &amp; 5)</b></li> <li>● Analysis of data: Quantitative and qualitative approaches in different educational settings; uses and limitations of parametric and non-parametric testing techniques. <b>(C4)</b></li> </ul>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	

Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						

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<b>Feedback Process</b>	<b>9. Student's Feedback</b>					
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<b>References:</b>	<ol style="list-style-type: none"> <li>1. Adams, G.S. (1964). Measurement and Evaluation in Education &amp; Psychology. New York: Rinehart and Winston.</li> <li>2. Anastasi, Anne and Urbina, Susana (2008). Psychological Testing. New Delhi: Prentice Hall of India Pvt. Ltd. 60</li> <li>3. Garrett, H.E. (2004). Statistics in Psychology and Education (11th Indian print). New Delhi: Paragon International.</li> <li>4. Gregory, R.J. (2014). Psychological Testing: History, Principles and Applications (6th Edition). New Delhi: Pearson Publications.</li> <li>5. Gronlund, N.E. (1981). Measurement and Evaluation in Teaching (Fourth Edition). New York: MacMillan Publishing Co.</li> <li>6. Guilford, J.P. (1965). Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book Co.</li> <li>7. Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Pvt. Ltd. Publishers. 11. Koul, Lokesh (2009). Methodology of Educational Research (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.</li> <li>8. Linn, R.L. and Gronlund, N.E. (2003). Measurement and Assessment in Teaching (8th Edition). Delhi: Pearson Publishers.</li> <li>9. Mangal, S.K. (1987). Statistics in Psychology Education. New Delhi: Tata McGraw Hill Publishing Co. Ltd.</li> <li>10. Reylonds, C.R. and Livingston, R. B. and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning Pvt. Ltd.</li> <li>11. Sharma, T.R. (1983). Measurement and Evaluation (Punjabi). Chandigarh: Punjab State University Text Book Board.</li> <li>12. Sharma, Yogendra K. (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers and Distributors.</li> </ol>
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<b>(Faculty of Education )</b>												
<b>Name of the Department</b>		Faculty of Education										
<b>Name of the Program</b>		M.Ed.										
<b>Course Code</b>		<b>10010208</b>										
<b>Course Title</b>		<b>TEACHER EDUCATION</b>										
<b>Academic Year</b>		I										
<b>Semester</b>		II										
<b>Number of Credits</b>		4										
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>		This paper will make them learn about the concept, need and importance of teacher education at various levels primary secondary and college level and the need and importance of in-service and pre-service teachers.										
<b>Course Outcomes:</b> At the end of the course students will be able to:												
<b>CO1</b>		Describe the concept, objectives, need, importance, and various agencies for in-service teacher education.										
<b>CO2</b>		Present a detailed account on the status of teacher education through distance mode for in-service education										
<b>CO3</b>		Elaborate teacher education for adult and non-formal education										
<b>CO4</b>		Write an essay on professional growth of teachers through orientation, refresher, workshop, seminar, and panel discussion										
<b>CO5</b>		Develop understanding about the significance of research for knowledge generation and bringing about effectiveness in teacher education program										
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>

<b>CO1</b>	3	3	2	1	2	2	2	2	1	2	3	1
<b>CO2</b>	3	2	2	1	2	2	2	2	1	2	3	1
<b>CO3</b>	3	2	2	1	2	2	2	2	1	2	3	1
<b>CO4</b>	3	2	1	1	3	1	-	1	2	3	2	2
<b>CO5</b>	3	2	1	1	3	1	-	1	2	3	2	2
<b>Average</b>	3.0	2.2	1.6	1.0	1.4	1.6	2.0	1.6	1.4	2.4	2.6	1.4

### 1.1

#### Course Content:

<b>L (Hours/Week)</b>	<b>T(Hours/Week)</b>	<b>P(Hours/Week)</b>	<b>CL(Hours/Week)</b>	<b>Total Hour/Week</b>

<b>Unit</b>	<b>Content &amp; Competencies</b>
1	<ul style="list-style-type: none"> <li>● Define the Meaning, Nature, and Scope of Teacher Education (C1)</li> <li>● Classify the Types of Teacher Education Programs(C2)</li> <li>● Compare and Discuss The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and HigherSecondary Levels(C2 &amp; 6)</li> <li>● Elaborate the Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses)- Expository, Collaborative and Experiential learning(C6)</li> </ul>
2	<ul style="list-style-type: none"> <li>● Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng, and Luke &amp; Habermas (C2)</li> <li>● Discuss Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching (C6)</li> <li>● Compare and Examine the Models of Teacher Education - Behavioristic, Competency-based and Inquiry Oriented Teacher Education Models (C2 &amp; 4)</li> </ul> <p>Elaborate Teacher Education through Distance Mode for In-Service Education (C6)</p>

3	<ul style="list-style-type: none"> <li>● Define the Concept, Need, Purpose and Scope of In-service Teacher Education (C1)</li> <li>● Explain and Illustrate the Organization and Modes of In-service Teacher Education (C2 &amp; 5)</li> <li>● Discuss and Elaborate the Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC) (C6)</li> <li>● Illustrate the Preliminary Consideration in Planning In-service Teacher Education Program (Purpose, Duration, Resources and Budget) (C2)</li> </ul>
4	<ul style="list-style-type: none"> <li>● Define the Concept of Profession and Professionalism (C1)</li> <li>● Define and Discuss Teaching as a Profession (C2 &amp; 6)</li> <li>● Elaborate the Professional Ethics of Teachers (C5)</li> <li>● Interpret Personal and Contextual factors affecting Teacher Development (C5)</li> <li>● Understand Application and ICT Integration, Quality Enhancement for Professionalization of Teacher Education Examine Innovations and Issues in Teacher Education (C5)</li> </ul>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>60</b>

### Assessment Methods:

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with Cos

<b>Nature of Assessment</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	

Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						

<b>Feedback Process</b>	10. Student's Feedback
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<b>References:</b>	<ul style="list-style-type: none"> <li>● Adam, D. M. (1985). Computers and Teacher Training: A Practical Guide. N.Y.: The Haworth Pren, Inc.</li> <li>● Anand, C. L. (1988). Aspects of Teacher Education. Delhi: S. Chand and Co.</li> <li>● C A B E (1992). Report of the C A B E Committee on Policy Perspectives. New Delhi: Govt. of India, MHRD.</li> <li>● Dunkin, J. Michal (1987). The International Encyclopedia of Teaching and Teacher Education. Pergamon Press.</li> <li>● Husen, Tosten&amp; Postlethwaite (1994). The International Encyclopedia of Education (Ed.), Vol. 1-12. New York: Pergamon Press.</li> <li>● Indian Education Commission (1964-66). Report of Indian Education Commission on Education and National Development. Ministry of Education, Govt. of India.</li> <li>● Mangla, Sheela (2000). Teacher Education: Trends &amp; Strategies. New Delhi: Radha Publishing.</li> <li>● MHRD (1986). National Policy on Education and Programme of Action. New Delhi: Govt. of India.</li> <li>● MHRD (1992). Programme of Action. New Delhi: Department of Education, Govt. of India.</li> <li>● Mukherjee, S. N. (1988). Education of the Teacher in India – I &amp; II. Delhi: S. Chand and Co.</li> <li>● NCERT. (2019). Continuous and Comprehensive Evaluation Guidelines. New Delhi: NCERT.</li> <li>● NCERT. (1988). In-Service Teacher Education Package for Primary and Secondary Teachers – I &amp; II. New Delhi: NCERT.</li> <li>● Pareek, R. (1996). Role of Teaching Profession. Guwahati: Eastern Book House.</li> <li>● Sharma, S. P. (2004). Teacher Education in India. New Delhi: Vikas Publications.</li> <li>● Singh, L. C. (1990). Teacher Education in India (Ed. Source Book). New Delhi: NCERT.</li> </ul>
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	<ul style="list-style-type: none"><li>● Smith, E. R. (1962). <i>Teacher Education: A Reappraisal</i> (Ed.). New York: Harper &amp; Row Publishers.</li><li>● Soder, R. (1991). The Ethics of the Rhetoric of Teacher Professionalism: <i>Teaching and Teacher Education</i>, 7(3).</li><li>● Stiles, L. J. &amp; Parker, R. (1969). <i>Teacher Education Programme: Encyclopedia of Educational Research</i>, 4<sup>th</sup> Edition. New York: MacMillan.</li></ul>
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<b>(Faculty of Education )</b>	
<b>Name of the Department</b>	Faculty of Education
<b>Name of the Program</b>	M.Ed.
<b>Course Code</b>	<b>10010209</b>
<b>Course Title</b>	<b>HISTORICAL DEVELOPMENT OF EDUCATION</b>
<b>Academic Year</b>	I
<b>Semester</b>	II
<b>Number of Credits</b>	4
<b>Course Prerequisite</b>	
<b>Course Synopsis</b>	This paper will make learner about the education in India during Vedic, Buddhist and Medieval Period by highlighting all the commissions in regard to education in India.
<b>Course Outcomes:</b> At the end of the course students will be able to:	
<b>CO1</b>	Elaborate Education in relation to Freedom, Values & humanity, Democracy, Constitutional Provisions and Political Economy.
<b>CO2</b>	Elaborate Education in relation to National values as enshrined in Indian Constitution, Nationalism & National Integration and Universal Brotherhood & International Understanding.
<b>CO3</b>	Present an account of Education in relation to economic growth & investment and also with respect to socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population.
<b>CO4</b>	Summarize Education with respect to Equity and Equality of Educational Opportunities, local and global perspectives with reference to implication of globalization for system of Education and advancements & developments in the 21 <sup>st</sup> Century (Education in 21 <sup>st</sup> Century).

**Mapping of Course Outcomes (COs) to Program Outcomes (POs) & Program Specific Outcomes:**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PS O3</b>	<b>PS O4</b>
<b>CO1</b>	3	2	1	2	2	2	2	3	1	2	2	3
<b>CO2</b>	3	2	2	2	2	2	2	3	1	2	2	3
<b>CO3</b>	3	2	2	2	2	2	2	3	1	2	2	3
<b>CO4</b>	3	2	2	3	3	2	2	3	1	2	2	3
<b>Average</b>	3.0	2.0	1.75	2.25	2.25	2.0	2.0	3.0	1.0	2.0	2.0	3.0

**Course Content:**

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>

<b>Unit</b>	<b>Content &amp; Competencies</b>
1	<p><b>Education in India during</b></p> <ul style="list-style-type: none"> <li>● Define and Discuss the Vedic Period (C1 &amp; 6)</li> <li>● Define and inspect Buddhist (C1 &amp; 5)</li> <li>● Define and Evaluate the Medieval Period(C1 &amp; 2)</li> </ul> <p><b>Education in British period</b></p> <ul style="list-style-type: none"> <li>● Define and Discuss Bentick’s Proclamation (C1 &amp; 6)</li> <li>● Discuss Macaulay Minutes (C6)</li> <li>● Analyze and Discuss Wood’s Dispatch of 1854 (C4 &amp; 6)</li> <li>● Define and Discuss the Lord Curzon’s Educational Policy (C1&amp; 6)</li> </ul>

2	<p><b>Education Commissions in pre-independent India</b></p> <ul style="list-style-type: none"> <li>● Define Indian University Commission, 1902 (C1)</li> <li>● Explain and Examine Sadler Commission Report, 1917 (C5 &amp; 4)</li> <li>● Discuss Hartog Committee Report, 1929 (C6)</li> <li>● Explain and Elaborate Wardha Scheme of Education, 1937 (C2 &amp; 5 &amp; 6)</li> </ul> <p><b>Education Commissions/ Policies/ Schemes in post independent India</b></p> <ul style="list-style-type: none"> <li>● Define University Education Commission, 1948-49 (C1)</li> <li>● Explain and Examine Secondary Education Commission, 1952-53 (C5 &amp; 4)</li> <li>● Discuss Indian Education Commission, 1964-66 (C6)</li> <li>● Explain, Elaborate and Compare National Policy on Education, 1968, 1986, 1992 and 2020 (C2 &amp; 5 &amp; 6)</li> </ul>
3	<p><b>Education in relation to:</b></p> <ul style="list-style-type: none"> <li>● Define Freedom (C1)</li> <li>● Define and Discuss Values and humanity (C1 &amp; 6)</li> <li>● Explain Democracy (C2)</li> <li>● Discuss and Elaborate Constitutional Provisions (C6)</li> <li>● Define and Illustrate Political Economy (C1 &amp; 2)</li> </ul> <p><b>Education in relation to:</b></p> <ul style="list-style-type: none"> <li>● Explain and Discuss National values as enshrined in Indian Constitution (C2 &amp; 5 &amp; 6)</li> <li>● Define Nationalism &amp; National integration (C1 &amp; 2)</li> <li>● Classify and Elaborate Universal Brotherhood and International Understanding (C2 &amp; 6)</li> </ul>

4	<p><b>Education as related to:</b></p> <ul style="list-style-type: none"> <li>● Define and Discuss Economic growth and investment <b>(C1 &amp; 6)</b></li> <li>● Discuss and Determine Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population <b>(C6 &amp; 5)</b></li> </ul> <p><b>Education as related to:</b></p> <ul style="list-style-type: none"> <li>● Classify and Elaborate Equity and Equality of Educational Opportunities <b>(C2 &amp; 6)</b></li> <li>● Discuss and Evaluate Local and global perspectives: Implication of globalization for system of Education <b>(C6 &amp; 5)</b></li> <li>● Determine the Advancements &amp; developments in the 21<sup>st</sup> Century (Education in 21<sup>st</sup> Century) <b>(C5 &amp; 6)</b></li> </ul>
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Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	60

### Assessment Methods:

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with Cos

<b>Nature of Assessment</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	

Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>						
			11. Student's Feedback			
<b>References:</b>						
<p>Alex, V. Alexander (1983). Human Capital Approach to Economic Development. New Delhi: Metropolitan Book Co.</p> <p>Blaug, M. (1972). Economics of Education. England: The English Language Book Society and Penguin Books.</p> <p>Bertrand, Oliver. (1992). Planning Human Resources: Methods, Experiences and Practices. New Delhi: Sterling Publishers.</p> <p>Coombs, P. H. &amp;Hallack, J. (1972). Managing Educational Costs. UNESCO: International Institute of Educational Planning.</p> <p>Hallack, J. (1969). The Analysis of Educational Costs &amp; Expenditure. Paris: UNESCO.</p> <p>Harbison, F &amp; Myers, C. (1970). Education, Manpower and Economic Growth: Strategies of Human Resource Development. Oxford &amp; IBM Publishing, Co.</p> <p>Govt. of India, Ministry of Education. (1959). Report of the National Committee on Women's Education.</p> <p>Kneller, G. F. (1968). Education and Economics Thought. New York: John Wilet and Sons, INC.</p> <p>M.H.R.D. (1969). Report of the Education Commission - Education and National Development (1964-66). New Delhi: Ministry of Education, Govt. of India.</p> <p>M.H.R.D. (1986). National Policy on Education. New Delhi: Ministry of Education, Govt. of India.</p>						

	<p>M.H.R.D. (1992). Programme of Action. New Delhi: Ministry of Education, Govt. of India.</p> <p>M.H.R.D. (1990). Towards an Enlightenment &amp; Human Society - A Review (NPERC). New Delhi: Ministry of Education, Govt. of India.</p> <p>M.H.R.D. (1993). Education for All: The Indian Science. New Delhi: Ministry of Education, Govt. of India.</p> <p>M.H.R.D. (1993). Selected Education Study. New Delhi: Ministry of Education, Govt. of India.</p> <p>Nagpal, S. C. &amp;Mital, A. C. (1993). Economics of Education. New Delhi Publications.</p> <p>Natarajan, S. (1990). Introduction to Economics of Education. New Delhi: Sterling Publishers Pvt. Ltd.</p> <p>Pandit, H. N. (1969). Measurement of Cost Productivity and Efficiency of Education. NCERT.</p> <p>Rao, V. K. R. V. (1965). Education and Human Resource Development. New Delhi: Allied Publishers.</p> <p>Raza, Moonis. (1986). Educational Planning: A long Term Perspective. New Delhi: Concept Publishing Company.</p> <p>Singh, Baljit. (1992). Economics of Indian Education. New Delhi:</p>
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<b>(Faculty of Education )</b>	
<b>Name of the Department</b>	Faculty of Education
<b>Name of the Program</b>	M.Ed.
<b>Course Code</b>	<b>10010207</b>
<b>Course Title</b>	<b>PRACTICAL IN EDUCATIONAL PSYCHOLOGY</b>
<b>Academic Year</b>	I
<b>Semester</b>	II
<b>Number of Credits</b>	2
<b>Course Prerequisite</b>	Basic knowledge of psychological concepts related to education
<b>Course Synopsis</b>	This paper will make them learn about uses and importance of psychological tests in testing the behavior and their learning abilities.
<b>Course Outcomes:</b> At the end of the course students will be able to:	
<b>CO1</b>	Understand the practical use and application of tests for the use of learning and understanding the psychological perspective
<b>CO2</b>	Define and discuss their roles, peer interactions responsibilities by conducting with the psychological assessments
<b>CO3</b>	Illustrate the learners with the importance and implications of inventory in assessing the psychological parameters in the behavior of the individual.

<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	3	3	2	1	3	2	2	-	2	2	1	1

<b>CO2</b>	3	3	2	1	3	2	2	-	2	2	1	1
<b>CO3</b>	3	3	2	1	3	2	2	-	2	2	1	2
<b>CO4</b>												
<b>CO5</b>												
<b>Average</b>	3.0	3.0	2.0	1.0	3.0	2.0	2.0	-	2.0	2.0	1.0	1.5

**Course Content:**

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>

<b>Unit</b>	<b>Content &amp; Competencies</b>
1	<p><b>I. Test-</b></p> <p><b>1. Intelligence Testing (C 2)</b></p> <ul style="list-style-type: none"> <li>● Wechsler Adult Intelligence Scale (WAIS):</li> <li>● Wechsler Intelligence Scale for Children (WISC):</li> <li>● Stanford-Binet Intelligence Scales:</li> <li>● Kaufman Assessment Battery for Children (KABC):</li> <li>● Raven's Progressive Matrices:</li> </ul> <p><b>2. Personality</b></p> <ul style="list-style-type: none"> <li>● Myers-Briggs Type Indicator (MBTI):</li> <li>● Big Five Personality Traits:</li> <li>● Sixteen Personality Factor Questionnaire (16PF):</li> <li>● California Psychological Inventory (CPI):</li> </ul>

2	<p><b>II. Experiment(C 1&amp; 4)</b></p> <p>1. Sociometry:</p> <ul style="list-style-type: none"> <li>● Sociometric Surveys:</li> <li>● Sociogram:</li> <li>● Peer Rating Scales:</li> <li>● Observational Methods:</li> <li>● Social Network Analysis:</li> <li>● Interviews and Focus Groups:</li> <li>● Computer-Based Simulations:</li> </ul> <p>2. Semantic Differential Scale of Osgood et.al. (1957)</p>
3	<p><b>III. Inventory(C 2)</b></p> <p>1. Study Habits Inventory: Students will fill the inventory and analyze the result obtained.</p> <p>2. School Environment Inventory: Students will fill the inventory and analyze the result obtained.</p>
4	<p><b>IV. A Case Study of a child with special needs/ slow learner/ gifted child/ creative child (C 5 &amp; 6)</b></p>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	4
Practical	16

Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	1
Problem Based Learning (PBL)	1
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	30

#### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

## Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>						
		12. Student's Feedback				
<b>References:</b>						
		(List of reference books)				

<b>(Faculty of Education )</b>	
<b>Name of the Department</b>	Faculty of Education
<b>Name of the Program</b>	M.Ed.
<b>Course Code</b>	<b>10010211</b>
<b>Course Title</b>	<b>DEVELOPMENT OF E-CONTENT</b>
<b>Academic Year</b>	I
<b>Semester</b>	II
<b>Number of Credits</b>	2
<b>Course Prerequisite</b>	
<b>Course Synopsis</b>	This paper will make learners be able to understand clearly about the meaning and importance of E-content with its development at various levels.

<b>Course Outcomes:</b>	
At the end of the course students will be able to:	
<b>CO1</b>	Understand the concepts, theories and other ethical guidelines related to e-content development in education.
<b>CO2</b>	Demonstrate proficiency in using e-learning platforms and tools for content development by utilizing multimedia elements, such as images, videos, and audio, effectively in e-content.
<b>CO3</b>	Develop interactive and engaging e-content with multimedia that aligns with specific learning objectives and applying strategies for assessing and evaluating the effectiveness of e-content.
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>	

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PS O3	PS O 4
CO1	3	3	2	1	3	2	2	-	2	2	1	1
CO2	3	3	2	1	3	2	2	-	2	2	1	1
CO3	3	3	2	1	3	2	2	-	2	2	1	2.0
<b>Average</b>	3.0	3.0	2.0	1.0	3.0	2.0	2.0	-	2.0	2.0	1.0	1.5

**Course Content:**

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week

Unit	Content & Competencies
1	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• What is E- Content? (C 1)</li> <li>• Content Design (C6)</li> <li>• Content Development (C6)</li> <li>• Content Delivery and Discussion Forums (C6)</li> <li>• Assessment and Evaluation (C6)</li> </ul>
2	<p><b>Tools for E-Content Development</b></p> <ul style="list-style-type: none"> <li>• Freeware Tools (C6)</li> <li>• Open-Source Software Tools (C6)</li> <li>• Proprietary Software Tools (C6)</li> </ul>
3	<p><b>E-Content through Mobile Phone</b></p> <ul style="list-style-type: none"> <li>• Applications on Google Play (C6)</li> <li>• Video Recording (C6)</li> <li>• Audio Recording (C6)</li> </ul>

4	<p><b>Content Creation for Blogs and Websites</b></p> <ul style="list-style-type: none"> <li>● Introduction to SEO (C6)</li> <li>● Key Words (C6)</li> <li>● Essentials of writing online (C6)</li> </ul>
5	<p><b>Other Useful Topics:</b></p> <ul style="list-style-type: none"> <li>➤ Learning Google Forms, online quiz etc.</li> <li>➤ Online teaching platforms like Zoom, Google Meet, and many others</li> <li>➤ Using Google Classroom</li> <li>➤ Intellectual and Copyrights</li> <li>➤ Smart Boards and Classrooms</li> </ul>
6	<p><b>Useful E- Resources</b></p> <p><a href="https://ncert.nic.in/pdf/GuidelinesforeContent3.pdf">https://ncert.nic.in/pdf/GuidelinesforeContent3.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=viAdUNRiYqk">https://www.youtube.com/watch?v=viAdUNRiYqk</a></p> <p><a href="https://www.iehe.ac.in/PDF/FDP/E-ContentDevelopmentGuidelines.pdf">https://www.iehe.ac.in/PDF/FDP/E-ContentDevelopmentGuidelines.pdf</a></p>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	4
Practical	16
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>30</b>

### Assessment Methods:

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with Cos

<b>Nature of Assessment</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>
Quiz	√	-	√			
VIVA	√	√	√			
Assignment / Presentation	√	√	√			
Unit test	√	√	√			
Clinical assessment						

Clinical/Practical Log Book/ Record Book	√	√	√			
Mid Semester Examination 1	√	√	√			
Mid Semester Examination 2	√	√	√			
University Examination						

<b>Feedback Process</b>	<b>13. Student's Feedback</b>
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<b>References:</b>	<p><b>List of reference books</b></p> <ul style="list-style-type: none"> <li>● "E-learning and Instructional Technology: A Handbook for Teachers" by Chandra Bhushan Sharma</li> <li>● "Instructional Technology and Media for Learning" by S. P. Mishra</li> <li>● "Educational Technology" by K. P. Singh</li> <li>● "Creating e-Learning Games with Unity" by David Horachek and Simon Shurville</li> <li>● "Designing Effective Instruction" by Prakash C. V. Nair</li> <li>● "Digital Learning: Strengthening and Assessing 21st Century Skills" edited by Anjali Deshpande</li> <li>● "Emerging Technologies in Education: Perspective, Practices, and Prospects" edited by S. V. Shyam Sundar and B. Manjula</li> <li>● "e-Learning Techniques: Visual Design" by Rajiv S. Mishra and Smriti Sharma</li> <li>● "E-content Development and Management" edited by Dhanwant</li> <li>● "Multimedia Learning" by Richard E. Mayer</li> <li>● "Digital Learning Strategies: How to Teach Anything to Anyone Anywhere in the World" by William Horton</li> <li>● "E-Learning and Digital Media" by Catherine McLoughlin and Mark J. W. Lee</li> <li>● "E-Learning Fundamentals: A Practical Guide" by Diane Elkins and Desirée Pinder</li> <li>● The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips" by Judith V. Boettcher and Rita-Marie Conrad</li> </ul>
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### **SEMESTER – III**

An M.Ed. (Master of Education) internship program provides practical, hands-on experience to graduate students pursuing a master's degree in Education. The internship program is to enhance student's understanding, develop their professional skills and prepare them for future career roles in the field of education. These internships also aim to bridge the gap between theory and practice by allowing students to apply their knowledge and skills in real-world educational settings.

<b>Course Code</b>	<b>Course Title</b>
<b>10010307</b>	<b>Pre-Internship</b>
<b>10010308</b>	<b>Internship in School</b>
<b>10010305</b>	<b>Internship in Teacher Education Institution</b>

## **SEMESTER- IV**

<b>Course Code</b>	<b>Course Title</b>
<b>10010406</b>	<b>Curriculum Studies</b>
<b>10010407</b>	<b>Educational Management, Administration and Leadership</b>
<b>10010401</b>	<b>Guidance and Counseling</b>
<b>10010408</b>	<b>Inclusive Education</b>
<b>10010402</b>	<b>Professional Development of Teachers</b>
<b>10010404</b>	<b>Dissertation</b>

<b>(Faculty of Education)</b>	
<b>Name of the Department</b>	Education
<b>Name of the Program</b>	M.Ed.
<b>Course Code</b>	<b>10010406</b>
<b>Course Title</b>	<b>CURRICULUM STUDIES</b>
<b>Academic Year</b>	I
<b>Semester</b>	IV
<b>Number of Credits</b>	4
<b>Course Prerequisite</b>	
<b>Course Synopsis</b>	This paper will make them learn about the meaning and importance of curriculum by highlighting the process of developing through examination of various philosophies of education and learning theories.
<b>Course Outcomes:</b> At the end of the course students will be able to:	
<b>CO1</b>	Analyze the connections among curriculum, educational environment, and learning
<b>CO2</b>	Design curriculum materials
<b>CO3</b>	Apply designs for curriculum development to actual writing of curriculum
<b>CO4</b>	Lead others through the processes of curriculum development.
<b>CO5</b>	Increase the effectiveness of school curriculum for meeting individual pupil needs.
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>	

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PS O2	PS O 3	PS O 4
CO1	1	3	2	1	1	1	1	2	2	1	-	-
CO2	1	1	1	3	1	-	1	-	1	1	1	-
CO3		2	1	1	1	1	2	1	1	2	1	1
CO4	1	1	2	1	-	1	1	-	1	-	1	3
CO5	1	-	-	1	1	-	2	-	1	-	1	2
<b>Average</b>	1.8	1.4	1.2	1.4	0.8	0.6	1.4	0.6	1.2	0.8	0.8	1.2

**Course Content:**

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week

Unit	Content & Competencies
1	<ul style="list-style-type: none"> <li>Define the Curriculum: Meaning, nature, need and its components (C1)</li> <li>Discuss the Principles of curriculum construction (C6)</li> <li>Evaluate the Bases of curriculum (C6)</li> <li>Determinants of curriculum: national aspirations and needs; culture; socialchange; value system and ideological factors (C6)</li> </ul>
2	<ul style="list-style-type: none"> <li><b>Basic considerations in curriculum design:</b> the learner, the subject; the teacher; the milieu. (C6)</li> <li>Explain and Discuss Curriculum framework, curriculum and syllabus; curriculum and textbooks; their significance in school education (C2 &amp; 6)</li> <li>Elaborate the Components of Curriculum Development (C6)</li> <li>Compare and Evaluate the Models for Curriculum Development: Administrative Model, Grass Root Model, System Analysis Model (C2 &amp; 6)</li> </ul>

3	<ul style="list-style-type: none"> <li>● Assess the Approaches to curriculum: Subject- Centered, Learner Centered, Competency Centered, Core Curriculum, Hidden Curriculum(C5)</li> <li>● Discuss and Compare the Basic features of NCF 2005 and NCFTE 2009. Comparison of curriculum context of different boards and Development of a Module.(C2 &amp; 6)</li> <li>● Discuss and Examine the Study of an innovative curriculum (Basic curriculum as an example of the past and anyone innovative curriculum in the present).(C5 &amp; 6)</li> <li>● Evaluate the Curriculum Change: Meaning, Need and Factors affecting Curriculum Change (C5)</li> </ul>
4	<ul style="list-style-type: none"> <li>● Identify the role of evaluation in the curriculum improvement process (C2)</li> <li>● Elaborate the Principles of curriculum evaluation such as goal-oriented, continuous, comprehensive, diversified, systematic (C6)</li> <li>● Discuss and Compare Models of curriculum evaluation- Tyler Bloom model, illuminative paradigm, Stake's countenance model, etc.(C2 &amp; 6)</li> <li>● Explain and Discuss Evaluation strategies of curricular goals, methods &amp; content (C2 &amp; 6)</li> </ul>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>60</b>

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical/Practical Log Book/ Record Book						

Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination	√	√	√	√	√	

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<b>Feedback Process</b>	14. Student's Feedback					
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<b>References:</b>	<ul style="list-style-type: none"> <li>● NCERT, New Delhi (2005) National Curriculum Framework – 2005</li> <li>● NCERT, New Delhi, Curriculum and Evaluation.</li> <li>● Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc</li> <li>● Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.</li> <li>● Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT; pp. 284</li> <li>● Hass G. &amp; Parkay F. W. (1993). Curriculum Planning: A New Approach 6th Edition; United States of America.</li> <li>● <a href="http://www.pdx.edu/sites/www.Pdx.edu.cae/files/media_assets/Howard.pdf">www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets /Howard.pdf</a></li> <li>● <a href="http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx">www.ascd.org / publications / books / 108005 / chapters / Developing –Curriculum – Leadership – and – Design.aspx</a></li> <li>● Saylor, G.J. &amp; Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Holt, Rinehart &amp; Winston Press.</li> <li>● <a href="https://www.umass.edu/soe/ncel/cs.html#:~:text=To%20analyze%20the%20connections%20among,the%20processes%20of%20curriculum%20development.">https://www.umass.edu/soe/ncel/cs.html#:~:text=To%20analyze%20the%20connections%20among,the%20processes%20of%20curriculum%20development.</a></li> </ul>
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<b>(Faculty of Education)</b>												
<b>Name of the Department</b>		Education										
<b>Name of the Program</b>		M.Ed.										
<b>Course Code</b>		<b>10010407</b>										
<b>Course Title</b>		<b>EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP</b>										
<b>Academic Year</b>		II										
<b>Semester</b>		IV										
<b>Number of Credits</b>		4										
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>		This paper will make them learn about concept and trends of Educational Management to understand educational planning and supervision with the concept of leadership in education.										
<b>Course Outcomes:</b> At the end of the course students will be able to:												
<b>CO1</b>		Develop an understanding of the concept of Educational Management and Administration										
<b>CO2</b>		Promote interest for developing managerial, administrative and leadership skills among students										
<b>CO3</b>		Enable students to understand and develop awareness of the characteristics of quality institutions										
<b>CO4</b>		Equip the students with skill development in Institutional Planning and Quality management in Education										
<b>CO5</b>		Develop an understanding of the roles and functions of an educational managers										
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>

<b>CO1</b>	3	2	1	-	1	1	-	2	2	2	1	3
<b>CO2</b>	-	3	2	1	1	1	1	-	-	-	1	2
<b>CO3</b>	2	1	2	1	1	1	-	3	1	-	1	1
<b>CO4</b>	1	3	1	-	1	1	1	3	-	1	1	1
<b>CO5</b>	2	2	1	-	1	1	1	3	1	1	-	1
<b>Average</b>	2.0	1.4	1.4	0.5	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.8

**Course Content:**

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>

<b>Unit</b>	<b>Content &amp; Competencies</b>
1	<ul style="list-style-type: none"> <li>• Discuss and Elaborate Educational Management and Administration-Meaning, Principles, Functions, and Importance (C6)</li> <li>• Discuss and Compare Institutional building, POSDCORB, CPM, PERT (C2 &amp;6)</li> <li>• Analyze the Management as a system, SWOT analysis, Taylorism (C4)</li> <li>• Discuss and Elaborate Administration as a process, Administration as abureaucracy, Human relations approach to Administration (C6)</li> <li>• Critically Analyze Organizational compliance, Organizational development, Organizational climate (C5)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Define and Discuss the Leadership in Educational Administration: Meaning and Nature (C1 &amp; 6)</li> <li>• Compare critically the Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic (C2 &amp; 6)</li> <li>• Critically evaluate the Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory) (C2 &amp;6)</li> </ul>

3	<ul style="list-style-type: none"> <li>● Explain and Discuss the Concept of Quality and Quality in Education: Indian and International perspective (C2 &amp; 6)</li> <li>● Inspect and Evaluate the Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma (C2 &amp; 6)</li> </ul> <p>Elaborate Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad (C6)</p>
4	<ul style="list-style-type: none"> <li>● Explain and Examine the Change Management: Meaning, Need for Planned change (C2 &amp; 4)</li> <li>● Critically Compare Three Step-Model of Change (Unfreezing, Moving, Refreezing) (C2 &amp; 4)</li> <li>● Critically evaluate The Japanese Models of Change: Just-in-Time, Poka yoke (C2 &amp; 6)</li> <li>● Analyze the Cost of Quality: Appraisal Costs, Failure costs and Preventable costs; Cost Benefit Analysis, Cost Effective Analysis (C4)</li> </ul> <p>Critically Compare the Indian and International Quality Assurance Agencies: Objectives, Functions, Roles, and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE]. (C2)</p>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>60</b>

### Assessment Methods:

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with COs

<b>Nature of Assessment</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						

Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>						
			15. Student's Feedback			
<b>References:</b>						
	<ul style="list-style-type: none"> <li>● Agarwal, JC - Education Administration and Management Principles and Practice, Doaba House, Dlihi-6.</li> <li>● Bhatnagar, R.P &amp; Agrawal, V.-Educational Administration Supervision, Planning and Financing; R. Lal Book Depot, Meerut.</li> <li>● L M Prasad- Principles and Practice of Management. Sultan Chand &amp; Sons publications; New Delhi.</li> <li>● Kocher, SK - School Administration and Organisation, Sterling Publishers PVT Ltd, New Delhi.</li> <li>● Madan, VD - Quality Assurance in Higher Education, Authors Press, New Delhi-1</li> <li>● Mehta, Deepa - Educational Administration, APH Publishing Corporation, New Delhi-2</li> <li>● Mishra, Rahul, Srivastava, Anoop, Chaurasia, Kamal - General Management, Mohit Publication, New Delhi -2</li> <li>● Raghuram, RK - Educational Administration, Cresnet Publishing Corporation, New Delhi-2.</li> <li>● Singh, YK - Human Resource Management, Maxford Books, New Delhi-2.</li> <li>● Wilson, Andy- How to Reduce Tension, Lotus press, New Delhi-2.</li> </ul>					

<b>(Faculty of Education)</b>												
<b>Name of the Department</b>	Education											
<b>Name of the Program</b>	M.Ed.											
<b>Course Code</b>	<b>10010401</b>											
<b>Course Title</b>	<b>GUIDANCE AND COUNSELING</b>											
<b>Academic Year</b>	II											
<b>Semester</b>	IV											
<b>Number of Credits</b>	4											
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>	This paper will make them learn about aims, principles, and assumptions of guidance / counseling with the historical development and the present status of guidance and counseling by highlighting techniques and organizational framework for various services of the school guidance program											
<b>Course Outcomes:</b> At the end of the course students will be able to:												
<b>CO1</b>	Develop an understanding of the concepts of guidance and counseling.											
<b>CO2</b>	Develop an understanding of the types of guidance.											
<b>CO3</b>	Acquaint students with different testing devices and techniques of guidance.											
<b>CO4</b>	Develop an understanding of the role of teacher as counselor.											
<b>CO5</b>	Create an awareness of the working of guidance centers.											
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PSO 1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>P S O 4</b>
<b>CO1</b>	3	-	2	1	1	-	1	1	2	1	-	1

<b>CO2</b>	1	1	-	-	1	2	1	1	-	1	-	1
<b>CO3</b>	-	-	-		1	2	1	1	-	-	3	1
<b>CO4</b>	2	1	1	1	2	1	1	1	-	2	-	1
<b>CO5</b>	1	1	1	-	1	-	1	3	-	1	1	1
<b>Average</b>	1.75	1.0	1.0	0.5	1.2	1.6	1.0	1.4	0.5	1.25	0.5	1.0

**Course Content:**

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>

<b>Unit</b>	<b>Content &amp; Competencies</b>
1	<ul style="list-style-type: none"> <li>● Define the Meaning, Nature, Scope, and Functions of Guidance (C1)</li> <li>● Discuss the Need and principles of organizing guidance services at various stages of school (C6)</li> <li>● Discuss and Evaluate the Educational Guidance - meaning, need and importance (C6)</li> <li>● Discuss and Interpret Vocational Guidance - meaning, need and importance (C6)</li> <li>● Critically Analyze the Personal Guidance - meaning, need and importance (C4 &amp; 4)</li> </ul>
2	<ul style="list-style-type: none"> <li>● Critically Evaluate the Historical beginning of guidance and counseling; theories of guidance and counseling (C4 &amp; 4)</li> <li>● Assess the Recommendations of various commissions in post independent India (C5)</li> <li>● Discuss the Status of guidance and counseling in India at the various levels of education (C6)</li> <li>● Identify the Emerging trends and current needs in India and globally etc. (C3)</li> </ul>

3	<ul style="list-style-type: none"> <li>● Define the Counseling- meaning, purpose, and scope (C1)</li> <li>● Classify the Types of Counseling- Directive, Non-directive, Eclectic (C2 &amp;4)</li> <li>● Evaluate the Process of Counseling (introduction, in-depth, communication,suggestion) (C6)</li> <li>● Determine and Evaluate Skills in Counseling (listening, questioning, responding) (C5 &amp; 6)</li> <li>● Identify the Role of the Counselor; Professional Ethics of a Counselor (C3)</li> </ul>
4	<ul style="list-style-type: none"> <li>● Critically Analyze Guidance Services; Job Analysis- concept, need (C4 &amp; 5)</li> <li>● Discuss the Job Satisfaction- concept, factors affecting job satisfaction (C6)</li> <li>● Define the Occupational Information- concept, need (C1)</li> <li>● Discuss and Identify the Guidance of Differently-Abled Students: Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) (C2 &amp; 6)</li> <li>● Elaborate the Mainstreaming and providing support services to Differently- Abled Students (C6)</li> </ul>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination (OSCE)
	Objective Structured Practical Examination (OSPE)

### Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	

Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>		16. Student's Feedback				
<b>References:</b>	<ul style="list-style-type: none"> <li>● Aggarwal J. C., (2004) Educational and Vocational Guidance and Counseling, 7th Edition, Doaba House; Delhi.</li> <li>● Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.</li> <li>● Chauhan S.S. Principles and Techniques of Guidance.</li> <li>● Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi.</li> <li>● Dev Kapil (2006) Educational Counseling, Pragun Publications, New Delhi.</li> <li>● Gibson Robert &amp; Mitchell Marianne (2005) Introduction to Guidance and Counseling, 6<sup>th</sup>cEdition, Prentice Hall of India, New Delhi.</li> <li>● Gladding Samuel (2011) Counseling - A Comprehensive Profession, 6th Edition, Dorling Kindersley India Pvt. Ltd., New Delhi.</li> <li>● Kenkateish, S (2001) Special Education, Anmol Publication Pvt. Ltd., New Delhi. Kochhar S.K. (1981) Guidance in Indian Education, New Delhi.</li> <li>● Kochhar S.K. (1987) Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.</li> <li>● Kochhar S.K. (1987) Guidance and Counseling in Colleges and Universities, Sterling Publishers, New Delhi.</li> <li>● Milne Aileen (2003) Teach Yourself Counseling, McGraw Hill companies, Chicago.</li> <li>● Panda, K.C. (1997) Education of Exceptional Children, Vikas Publishing House, Delhi.</li> <li>● Sharma R.A. Fundamentals of Guidance and Counseling</li> <li>● Sharma Ramnath and Sharma Rachana (2004) Guidance and Counseling in India, Atlantic Publishers and Distributors, New Delhi.</li> </ul>					

<b>(Faculty of Education)</b>												
<b>Name of the Department</b>	Education											
<b>Name of the Program</b>	M.Ed.											
<b>Course Code</b>	<b>10010408</b>											
<b>Course Title</b>	<b>INCLUSIVE EDUCATION</b>											
<b>Academic Year</b>	II											
<b>Semester</b>	IV											
<b>Number of Credits</b>	4											
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>	This paper will make them learn about the value of inclusive education in the current scenario of the Indian education system.											
<b>Course Outcomes:</b> At the end of the course students will be able to:												
<b>CO1</b>	Understand the concept of exceptionality and inclusive education											
<b>CO2</b>	To be aware of legal and policy perspectives of inclusive education											
<b>CO3</b>	Develop positive attitude towards children with special needs											
<b>CO4</b>	Use appropriate teaching strategies in the education of children with special need											
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>P O 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PSO 1</b>	<b>PS O2</b>	<b>PS O 3</b>	<b>PS O 4</b>
<b>CO1</b>	3	1	2	2	1		1	1	2	1	-	1

<b>CO2</b>	1	-	-	1	1	3	1	1	1	-	2	1
<b>CO3</b>	2	2	1	3	1	1	3	1	-	1	-	-
<b>CO4</b>	2	2	1	1	2	-	1	1	1	1	-	1
<b>Average</b>	2.0	1.6	1.0	1.75	1.25	0.5	1.5	1.0	1.3	1.0	0.5	1.0

**Course Content:**

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>
<b>Unit</b>	<b>Content &amp; Competencies</b>			
<b>1</b>	<ul style="list-style-type: none"> <li>● Define the concept and importance of inclusive education (C1)</li> <li>● Discuss and Elaborate the Historical perspectives of inclusive education for children with diverse needs (C6)</li> <li>● Identify the Difference between special education, integrated education, and inclusive education (C3)</li> <li>● Assess the Advantages of inclusive education for education of all children in the context of Right to Education (C5)</li> <li>● Categorize the Types of Disabilities- Characteristics; Identification of the educational needs of special focus groups (C2)</li> </ul>			
<b>2</b>	<ul style="list-style-type: none"> <li>● Discuss the Scheme of Integrated Education for Disabled Children (C6)</li> <li>● Elaborate the Inclusive Education of Disabled at Secondary Stage (IEDSS) (C6)</li> <li>● Compare and Discuss National Policy on Education (NPE, 1986-92, 2020) (C2 &amp; 6)</li> <li>● Discuss and Evaluate the Convention on the Rights of the Child (Article 23, 28, 29 a 2, 3, 6 and 10 &amp; 12) (C5 &amp; 6)</li> <li>● Elaborate The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990) (C5)</li> <li>● Explain Educational provisions in Person with Disability Act (C2 &amp; 5)</li> </ul>			

	<ul style="list-style-type: none"> <li>● Discuss Rehabilitation Council of India Act (1992) (C5 &amp; 6)</li> <li>● Explain UN convention on the Rights of Persons with Disabilities (C2)</li> <li>● Elaborate The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999 (C6)</li> </ul>
3	<ul style="list-style-type: none"> <li>● Define Diversity- Meaning and definition (C1)</li> <li>● Explain Disability- Legal definition, discrimination (C2)</li> <li>● Elaborate Giftedness (C6)</li> <li>● Explain Concept, Nature, and Characteristics of Multiple Disabilities (C2)</li> <li>● Assess Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theater, drama etc in inclusive settings (C5)</li> <li>● Inspect Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms (C4)</li> <li>● Categorize Techniques and methods used for adaptation of content, laboratory skills and play material (C4)</li> </ul>
4	<ul style="list-style-type: none"> <li>● Review existing educational program offered in secondary school (general, special education) (C4)</li> <li>● Develop Skills and competencies of teachers and teacher educators for secondary education in inclusive settings (C6)</li> <li>● Evaluate NCF 2005 and curriculum for teacher preparation and transaction modes (C6)</li> <li>● Identify Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators (C3)</li> <li>● Evaluation and follow up programs for improvisation of teacher preparation programs in inclusive education programs (C6)</li> <li>● Identify and Compare Role of different national and international agencies {institutions, universities} in promoting inclusive education (C3 &amp; 2)</li> </ul>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination(OSCE)
	Objective Structured Practical Examination(OSPE)

## Mapping of Assessment with Cos

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>		17. Student's Feedback				
<b>References:</b>						
<ul style="list-style-type: none"> <li>● Adrian, A. and John, E. (1998). Educating children with Special Needs. New Delhi: Prentice Hall.</li> <li>● Alur, M. and Buch, M. (2010). The Journey for Inclusive Education in the Indian Subcontinent. New York: Routledge.</li> <li>● Chaote, J.S. (1991). Successful Mainstreaming. New York: Allyn &amp; Bacon.</li> <li>● Daniels, H. (1999). Inclusive Education. London: Kagan.</li> <li>● Deiner, P.L. (2000). Resource for Teaching Children with Divers Abilities. Florida: Harcourt Brace &amp; Company.</li> <li>● Gathoo, V. (2004). Curriculum Strategies &amp; Adaptations for Childre with Hearing Impairment. New Delhi: Kanishka Publications.</li> <li>● Guliani, G.A. and A.M. (2002). Education of Children with Special Needs: From Segregation to Inclusion. New Delhi: Sag Publications.</li> <li>● Mathew, S. (2004). Education of Children with Hearing Impairment RCI, New Delhi: Kanishka Publications.</li> <li>● Mangal, S.K. (2011). Educating Exceptional Children. New Delhi PHI Learning Private Limited.</li> </ul>						

<b>(Faculty of Education)</b>												
<b>Name of the Department</b>		Education										
<b>Name of the Program</b>		M.Ed.										
<b>Course Code</b>		<b>10010402</b>										
<b>Course Title</b>		<b>PROFESSIONAL DEVELOPMENT OF TEACHERS</b>										
<b>Academic Year</b>		II										
<b>Semester</b>		II										
<b>Number of Credits</b>		4										
<b>Course Prerequisite</b>												
<b>Course Synopsis</b>		This paper will make them learn about understanding of concept of In-service education develop understanding for planning and organization of in-service program familiarize the learners with the various agencies working for Professional Development of Teachers										
<b>Course Outcomes:</b>												
At the end of the course students will be able to:												
<b>CO1</b>		Develop an understanding of concept of In-service education										
<b>CO2</b>		Develop understanding for planning and organization of In-service program										
<b>CO3</b>		Familiarize the learners with the various agencies working for Professional Development of Teachers										
<b>CO4</b>		Identify the issues and problems for undertaking research related to teacher Education										
<b>CO5</b>		Develop understanding about the significance of research for knowledge generation and bringing about effectiveness in teacher education program										
<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>

<b>CO1</b>	2	1	1	1	2	1	1	2	1	2	2	1
<b>CO2</b>	3	2	2	1	1	1	2	1	3	-	1	1
<b>CO3</b>	2	1	1	1	1	1	1	2	-	1	1	2
<b>CO4</b>	1	2	1	1	1	-	3	1	2	-	3	2
<b>CO5</b>	1	2	1	-	1	2	1	1	-	1	2	2
<b>Average</b>	1.8	1.6	1.2	1.0	1.2	0.8	1.4	1.4	2.0	0.75	1.8	1.6

**Course Content:**

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>
<b>Unit</b>	<b>Content &amp; Competencies</b>			
<b>1</b>	<p><b>CONTINUOUS PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Define Concept, Need and Objectives (C1)</li> <li>• Compare and Illustrate Modes: Face to face, Distance and Blended Approach (C2)</li> <li>• Analyze the role of Agencies for INSET: National, State, District and Local level agencies, Autonomous organizations (C4)</li> <li>• Evaluate the Historical development of INSET in Post Independent Era (C6)</li> <li>• Critically Evaluate GOI initiatives across the levels (C5 &amp; 6)</li> </ul>			
<b>2</b>	<p><b>PLANNING AND ORGANIZATION OF IN-SERVICE PROGRAMMES</b></p> <ul style="list-style-type: none"> <li>• Define Need Assessment: Concept, Importance and Techniques (C1)</li> <li>• Discuss Strategies of Continuous Professional Development (C6)</li> <li>• Determine the role of Workshops, Seminars, Conferences, Symposium, Panel Discussion, Study Groups, extension Lectures, Research Colloquium, Orientation Program, Refresher Courses (C6)</li> <li>• Discuss and Identify the Action research and Reflection as a tool for Professional Development (C6 &amp; 3)</li> <li>• Monitoring, Evaluation and Follow up and Role of ICT (C6)</li> </ul>			

<b>3</b>	<p><b>MANAGEMENT OF TEACHER EDUCATION</b></p> <ul style="list-style-type: none"> <li>● Elaborate Manpower planning for teachers: Demand and supply of qualified teachers at different levels (C6)</li> <li>● Critically Discuss the Management of teachers at state level: Qualification of teachers, Teacher recruitment policies, professional development of teachers (C6 &amp; 4)</li> <li>● Inspect Quality and regulatory Aspect of teacher education: Role and Functions of NCTE, NAAC and other apex bodies (C4)</li> </ul>
<b>4</b>	<p><b>RESEARCH AND EXPERIMENTS IN TEACHER EDUCATION</b></p> <ul style="list-style-type: none"> <li>● Critically Elaborate Paradigms of research, Teaching and Teacher Education (C5 &amp; 6)</li> <li>● Discuss Research and Effectiveness of teacher education program (C6)</li> <li>● Determine Methodological issues and research in teacher education- Theoretical vs Applied, Participatory action research (C5)</li> <li>● Categorize and Evaluate Experiments in PSTE and INSET, Best Practices: National and International Research Trends, present status and gaps (C4 &amp; 6)</li> </ul>

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

### Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	45
Practical	5
Seminar/Journal Club	2
Small group discussion (SGD)	2
Self-directed learning (SDL) / Tutorial	2
Problem Based Learning (PBL)	2
Case/Project Based Learning (CBL)	2
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	<b>60</b>

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination(OSCE)
	Objective Structured Practical Examination(OSPE)

### Mapping of Assessment with COs

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	

Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>		18. Student's Feedback				
<b>References:</b>	<ul style="list-style-type: none"> <li>● Cohen Louis, Minion Lawrence &amp; Morrison, Keith (2004). A Guide to Teaching Practice (5<sup>th</sup> Edition). Rout ledge Falmer. London and New York.</li> <li>● Korthagen, Fred A. J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.</li> <li>● NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.</li> <li>● NCTE (1998): Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre- Service Education. New Delhi.</li> <li>● Rao, DigumartiBhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.</li> <li>● Linda Darling, Harmmond&amp; John Bransford (2005): Preparing Teacher for a Changing World. San Francisco: Jossey-Bass, 2005.</li> <li>● Loughran, John (2006): Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. Routledge: New York.</li> <li>● Yadav, M.S. &amp; Lakshmi, T. K. S. (2003): Conceptual Inputs for Secondary Teacher Education: The Instructional Role. India. NCTE.</li> <li>● Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowing Press.</li> <li>● Irvine, J.J. (2003): Educating Teachers for Diversity: Seeing with a Cultural Eye. New York: Teachers College Press.</li> <li>● Joyce, B., and Weal, M. (2003). Models of Teaching (7<sup>th</sup> edition) Boston: Allyn &amp; Bacon.</li> <li>● Ram, S. (1999): Current Issues in Teacher Education. Sarup&amp; Sons Publications, New Delhi.</li> <li>● Day, C. &amp; Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead.</li> </ul>					

	<p>Brinks Open University Press.</p> <ul style="list-style-type: none"><li>● Mohammad Miyan (2004). Professionalisation of Teachers Education. Mittal Publications New Delhi.</li><li>● Siddiqui, M. A., (1993). In-service Education of Teachers. NCERT. New Delhi</li></ul>
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<b>(Faculty of Education)</b>	
<b>Name of the Department</b>	Education
<b>Name of the Program</b>	M.Ed.
<b>Course Code</b>	<b>10010404</b>
<b>Course Title</b>	<b>DISSERTATION</b>
<b>Academic Year</b>	II
<b>Semester</b>	IV
<b>Number of Credits</b>	8
<b>Course Prerequisite</b>	
<b>Course Synopsis</b>	This paper will make them learn about the research methodology and then making the dissertation research proposal on the basis of the understanding and take forward the gathering, evaluation, interpretation, and application of data appropriately
At the end of the course students will be able to:	
<b>CO1</b>	Write Synopsis (with Review of Related Literature) by selecting any Research Topic from the field of Education.
<b>CO2</b>	Present effectively his/ her Research Synopsis by earmarking all the steps taken especially the Review of Related Literature.
<b>CO3</b>	Review comprehensively the Related Literature of the Research Problem and will be able to select/ develop an appropriate Research Tool for the collection of data relating to his/ her Research Problem.
<b>CO4</b>	Prepare and present the Progress Report of his/ her Research Work.
<b>CO5</b>	Conduct systematic and scientific Research Work (Dissertation) on Minor Topic from the Field of Education and will also be able to write his/ her Dissertation Work in an effective way following all the procedures and norms of writing research works.
<b>CO6</b>	Present the Report of his/ her Research Work and will also be able to clarify/ defend his/ her Research Work.

<b>Mapping of Course Outcomes (COs) to Program Outcomes (POs) &amp; Program Specific Outcomes:</b>												
<b>COs</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>
<b>CO1</b>	1	1	1	1	1	-	-	-	-	1	3	2
<b>CO2</b>	1	1	-	1	-	3	1	-	1	-	3	1
<b>CO3</b>	1	2	1	-	1	3	1	-	1	-	3	1
<b>CO4</b>	1	2	1	-	3	3	-	1	1	1	3	2
<b>CO5</b>	1	2	1	1	1	-	1	1	3	2	2	1
<b>Average</b>	1.0	1.6	1.0	1.0	1.5	3.0	1.0	0.5	1.5	0.75	3.0	1.4
<b>Course Content:</b>												
<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P(Hours/Week)</b>	<b>CL (Hours/Week)</b>	<b>Total Hour/Week</b>								
<b>Unit</b>	<b>Content &amp; Competencies</b>											
1	<b>Essential Activities:</b> <ul style="list-style-type: none"> <li>• Writing synopsis (with Review of Related Literature) and its presentation. (C6)</li> <li>• Comprehensive Review of Related Literature, Selection/Development of Research Tool and Collection of Data. (C6)</li> <li>• Submission and Presentation of Progress Report of Research Work (including all above mentioned items) (C6)</li> <li>• Submission of Dissertation and Viva-Voce (C6)</li> </ul>											

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

## Teaching-Learning Strategies and Contact Hours

Teaching-Learning Strategies	Contact Hours
Lecture	40
Practical	40
Seminar/Journal Club	5
Small group discussion (SGD)	5
Self-directed learning (SDL) / Tutorial	10
Problem Based Learning (PBL)	10
Case/Project Based Learning (CBL)	10
Revision	
Others If any:	
<b>Total Number of Contact Hours</b>	120

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Viva-voce	Mid Semester Examination 2
Objective Structured Clinical Examination(OSCE)	University Examination
Objective Structured Practical Examination(OSPE)	Dissertation
Quiz	Multiple Choice Questions (MCQ)
Seminars	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
	Objective Structured Clinical Examination(OSCE)
	Objective Structured Practical Examination(OSPE)

## Mapping of Assessment with Cos

Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Quiz	√	-	√	-	√	
VIVA	√	√	√	√	√	
Assignment / Presentation	√	√	√	√	√	
Unit test	√	√	√	√	√	
Clinical assessment						
Clinical/Practical Log Book/ Record Book	√	√	√	√	√	
Mid Semester Examination 1	√	√	√	√	√	
Mid Semester Examination 2	√	√	√	√	√	
University Examination						
<b>Feedback Process</b>	19. Student's Feedback					
<b>References:</b>	<b>List of Journals</b> <ul style="list-style-type: none"> <li>● Journal of Educational Psychology</li> <li>● American Educational Research Journal</li> <li>● Journal of Teacher Education</li> <li>● Educational Researcher</li> <li>● Review of Educational Research</li> <li>● Journal of Research in Science Teaching</li> <li>● Teaching and Teacher Education</li> <li>● Journal of Curriculum Studies</li> <li>● Educational Technology Research and Development</li> <li>● Harvard Educational Review</li> <li>● British Educational Research Journal</li> <li>● International Journal of Educational Development</li> <li>● Journal of Special Education</li> <li>● Journal of Educational Technology and Society</li> <li>● Educational Leadership</li> </ul>					

## Mapping of Course Outcomes, Program Outcomes and Program Specific Outcomes

Sem .	Course Code	Course Title	C	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
I	10010101	Psychology of Learning & Development	4	2.6	2.0	1.4	2.0	2.0	2.0	1.6	1.4
I	10010104	Introduction to Research Methodology	4	2.0	4.0	1.0	1.0	1.5	2.25	1.0	1.5
I	10010107	Educational Technology	4	2.5	3.0	2.25	3.0	2.0	2.0	2.0	1.0
I	10010103	Educational Studies	4	2.25	2.0	1.0	1.0	1.6	1.5	1.5	0.5
I	10010105	Practicum: Self Development	2	3.0	3.0	2.0	1	3.0	2.0	2.0	-
I	10010106	Communication Skills & Expository Writing	2	3.0	3.0	2.0	4.0	3.0	2.0	2.0	-
II	10010201	Philosophical & Sociological Foundations of Education	4	2.6	1.8	1.6	1.4	2.0	1.2	1.6	1.0
II	10010202	Advanced Educational Research	4	2.6	2.0	1.0	0.8	1.3	1.6	0.5	1.0
II	10010210	Measurement and Evaluation	4	2.2	1.5	1.0	2.4	1.0	1.0	1.2	2.0
II	10010208	Teacher Education	4	3.0	2.2	1.6	1.0	1.4	1.6	2.0	1.6

II	10010209	Historical Development of Education	4	3.0	2.0	1.75	2.25	2.25	2.0	2.0	3.0
II	10010207	Practical in Educational Psychology	2	3.0	3.0	2.0	1.0	3.0	2.0	2.0	-
II	10010211	Practicum: Development of e-content	2	3.0	3.0	2.0	1.0	3.0	2.0	2.0	-
III	10010307	Pre-Internship	4	3.0	3.0	2.0	1.0	3.0	2.0	2.0	1.0
III	10010308	Internship in School	8	3.0	3.0	2.0	1.0	3.0	2.0	2.0	2.0
III	10010305	Internship in Teacher Education Institution	8	3.0	3.0	2.0	1.0	3.0	2.0	2.0	2.0
IV	10010406	Curriculum Studies	4	1.8	1.4	1.2	1.4	0.8	0.6	1.4	0.6
IV	10010407	Educational Management, Administration and Leadership	4	2.0	1.4	1.4	0.5	1.0	1.0	1.0	2.0
IV	10010401	Guidance and Counselling	4	1.75	1.01	1.0	0.5	1.2	1.6	1.0	1.4
IV	10010408	Inclusive Education	2	2.0	1.6	1.01	1.75	1.25	0.5	1.5	1.0
IV	10010402	Professional Development of Teachers	4	1.8	1.6	1.2	1.0	1.2	0.8	1.4	1.4
IV	10010404	Dissertation	8	1.0	1.6	1.0	1.0	1.5	3.0	1.0	0.5

**Annexure  
(M.Ed.)  
Course Plan**

<b>Course Title:</b>				<b>Course Code:</b>	
<b>Total Credits:</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CL</b>	<b>Hour/Week</b>
<b>Course Content:</b>					
<b>Unit</b>	<b>Content</b>		<b>No. of Hours</b>	<b>Mode of Delivery</b>	
1					
2					
3					
4					
5					
6					
<b>Total Hours</b>					

*Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, CL: Clinical Hour/week,*